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ABSTRACT

This report proposes a comprehensive reorganization plan for the multi-campus San Mateo Community College District. Because of changing student characteristics and needs, requirements mandated by the state and federal governments, and financial constraints, it is felt that the district should seek district-wide comprehensiveness rather than individual college comprehensiveness. With limited resources, the alternative is permanent inequality of educational services among the colleges' service areas. The report addresses itself to the need for change and the new management plan, expanding on the process, features, cost, and implementation of reorganization. An estimated $50,000 per year will be saved in salaries alone; other savings will result from decreased administrative costs. Section I of the report discusses the recommended plan for administrative reorganization, its rationale, and ramifications of restructuring. Section II defines the primary job functions of 33 district and college administrative positions affected by the proposed changes. Section III details the qualification standards for these administrative positions, including brief descriptions of necessary credentials, professional experience, education, and key administrative responsibilities. Section IV lists district and college positions and assignments for 1976-77. The final section of the report is an administrative salary schedule. (JDS)

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San Mateo County Community College District

ADMINISTRATIVE

REORGANIZATION PLAN

September, 1976

JC 760 443

SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT

ADMINISTRATIVE REORGANIZATION PLAN

SEPTEMBER 1976

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FOREWORD

Administrative Reorganization Plan

BACKGROUND

In 1974 the District undertook development of a master plan with four component parts:

Educational Program (including Student Services and Community Services)
Administrative Organization
Facilities
Fiscal

Since all other components represent the means by which the educational program is implemented, it was addressed first.

In June, 1975, after nine months of work, the District Master Planning Committee (composed of faculty, administrators, classified personnel, students and community representatives) submitted its recommended educational program master plan to the Board of Trustees.

The second component of the overall master plan to be addressed was administrative organization.

The existing organizational plan dates back to the mid-1960's, when the District was preparing to expand from a single college to a multi-college system.

The plan intended then that "each college remain as autonomous as possible while meeting the educational needs of the entire District," and cited the importance of arriving at an operational definition of the concept of autonomy.

The plan also assumed that on the basis of population projections, each of the three colleges (plus eventually a fourth college on the coastside) would reach an enrollment level high enough to warrant--and make financially feasible--a truly comprehensive program on each campus.

NEED FOR REORGANIZATION

The existing plan does not speak to the realities of the mid-1970's.

The mid-1960's concept of autonomy has never successfully been operationally defined. As a result, coordination of programs and services to avoid undesirable gaps and duplications has suffered.

Enrollment projections, upon which college organizational structures and administrative staffing were based, have failed to materialize. While there has been and continues to be significant growth in numbers of students, the ADA gain is considerably less than had been predicted in the mid-1960's--partially due to the fact that today's students, on the average, are taking fewer units of coursework per semester than they used to.

Other factors which could not be foreseen a decade ago, such as financial constraints, requirements mandated by the state and federal governments, and changing student characteristics and needs, have emerged.

Now it is increasingly apparent that the goal of three or four comprehensive colleges is no longer financially possible, nor are the updated enrollment growth projections large enough--in terms of ADA gain--to warrant such a direction even if finances were available. Thus, the District Master Planning Committee stated in its 1975 educational program report to the Board: "District attention should be directed toward District-wide comprehensiveness rather than individual college comprehensiveness."

With limited resources, the alternative to seeking District-wide comprehensiveness is to accept a permanent inequality of educational services among the colleges' service areas.

The committee also noted "widespread concern over the dilemma which calls for maintaining the individuality of the colleges while all must operate within the same fiscal structure, legal strictures, tax base, and District boundary." It added, "There is widespread recognition that no simple solution such as decentralization or centralization exists for such a complex problem--that the most productive way to deal with the problem is through careful analysis of the functions to be performed and assigning these at the level at which they can be most effectively achieved."

NEED FOR REORGANIZATION (cont.)

Therefore, we need a new plan which will be in tune with the considerations of the mid-1970's and will enhance the District's ability to:

Meet the real educational needs of the community.

Coordinate the programs and services of the colleges so as to insure unified, comprehensive operation of the District's units.

Deliver critical, precise planning, both for the long-range direction of the organization and for the short-range, providing for the most effective use of limited resources.

Insure the efficient and effective operational implementation and delivery of the results of District-wide master planning.

Provide the stimulus to insure that neither innovation nor the identification of new opportunities becomes a victim of limited resources.

Provide the necessary monitoring functions for the timely anticipation and resolution of potential problems.

Optimize administrative leadership.

In order to achieve certain objectives, the plan must include provisions for:

Reducing hierarchical administrative levels in order to avoid unnecessary duplication of effort; to shorten and simplify lines of communication; and to allow the definitive assignment of operational authority, responsibility and accountability.

Freeing the Chancellor-Superintendent from full-time concentration on internal matters so that he can direct more attention to external factors which must be understood and assessed to insure educational leadership and deliver improved educational management.

Specifically recognizing and assigning the planning function in the management process and insuring that management decisions are supported by sound, data-based information.

NEED FOR REORGANIZATION (cont.)

Strengthening the administrative role of division directors by making them full-time managers, thereby permitting integration of day and evening programs and a reduction in the number of divisions to avoid subject matter fragmentation and to maximize interdisciplinary communications and program/course development.

Attaining, insofar as possible, common alignments and position titles among the colleges and between the colleges and the District Office.

THE NEW PLAN: PROCESS AND FEATURES

The task of developing a reorganization plan designed to achieve optimum implementation of the District's educational program master plan was begun in July, 1975, by the Chancellor-Superintendent, the three college presidents, the District Office directors and other assigned staff.

As the District Master Planning Committee suggested, the planning services staff concentrated on analyzing functions. Like functions were then identified, grouped together, and assigned to the organization level at which they could be most effectively and efficiently accomplished. District-wide functions were assigned to the District Office, and functions primarily related to college units were assigned to the colleges.

The second step, based on this functional analysis, was the development by each college president and by each District Office participant of proposed organization charts, for both the colleges and the District Office. During this process, the presidents were encouraged to engage in any campus consultation they felt appropriate.

Next, the presidents and District Office participants discussed these individually developed charts and decided upon the best combinations of elements to deliver the educational program master plan.

THE NEW PLAN: PROCESS AND FEATURES (cont.)

The plan's broad outlines, as recommended by the Chancellor-Superintendent and the three presidents, went to the Board of Trustees in January, 1976, and were approved.

At the District Office the permanent staffing quota was increased by four (to a total of 17 full-time) positions. The actual increase, however, will be only one, since three faculty members are now being utilized full-time for administrative work on released time and those services will no longer be required. Aside from the Chancellor-Superintendent, the following positions will exist:

Assistant Superintendent for Planning and Development
District Director of Educational Program Coordination
District Director of Fiscal Services
District Director of Personnel
Administrative Assistant to the Chancellor-Superintendent
Accounting Supervisor
Auxiliary Services Officer
Certificated Personnel Officer
Classified Personnel Officer
Communications and Public Information Officer
Data Processing Officer
Educational Information Officer
Educational Program Officer
External Funding and Development Officer
Plant and Facilities Officer
Purchasing Officer

At the College of San Mateo, the complement (in terms of full-time equivalents) will be reduced by one (to a total of 23). The number of divisons will be reduced from 12 to eight. Aside from the president, the following positions will exist:

Dean of Instruction
Dean of Student Services
Administrative Assistant to the President
Director of Admissions and Records
Director of Career and Occupational Education
Director of College Readiness Program
Director of Community Relations
Director of Continuing Education
Director of Counseling Services
Division Directors (8)
Director of Instructional Services
Director of Operations
Director of Special Programs and Services
Supervisor of Buildings and Grounds
Supervisor of Fiscal and Personnel Services

THE NEW PLAN: PROCESS AND FEATURES (cont.)

At Canada College, the complement (in full-time equivalents) will also be reduced by one (to a total of 16); the number of divisions will be reduced from eight to five. The position titles will be the same as those at CSM, but will not include an administrative assistant to the president, director of career and occupational education, director of College Readiness Program or supervisor of fiscal and personnel services.

At Skyline College, the complement (in full-time equivalents) will remain at 16. The number of divisions will be reduced from six to five, and the positions titles will be identical to those at Canada.

Once approval of the broad outlines of the plan was obtained, the colleges directed their attention to organization of the divisions at each college.

The presidents were authorized to work out the divisional alignments most appropriate for each college within the agreed-upon limits on number of divisions.

The study next turned to a precise definition of each administrative position shown in the plan.

Statements of the primary functions of the positions were developed, and as recommended by the chancellor-superintendent and the presidents, these statements were taken to the Board in early March and were subsequently approved.

Qualifications standards for each position were then developed for submission to the Board at its April 28 meeting.

Detailed position descriptions in keeping with the functions and qualifications standards have been prepared at the colleges and at the District office.

Finally, a proposed new administrative salary schedule was developed to reflect levels of function and responsibility as determined in the reorganization plan.

At present, there are separate schedules for certificated administrators and classified administrators. The proposal is to utilize one schedule, covering both categories and made up of four ranges, each with seven steps.

THE NEW PLAN: PROCESS AND FEATURES (cont.)

The recommended new schedule was submitted to the Board and approved at its April 21 meeting.

IMPLEMENTATION

The Board has given the Chancellor-Superintendent freedom to decide which positions can be appropriately filled by their incumbents, or by direct appointments, and which should be opened for applications. The Chancellor-Superintendent has delegated this authority (with respect to college positions) to the college presidents.

Some of the positions shown in the plan are either the same or nearly the same as existing positions, although their titles may have been changed. Others are wholly new or differ in major respects from existing positions. Except in cases involving entirely new positions, job descriptions in the plan were compared with those of the existing ones, and professional judgments were made as to degree of similarity or difference.

For all positions, new or not, professional judgments were also made as to appropriate salary range with respect to levels of function and responsibility. Step placements were determined according to District policies as administered by the Personnel Office.

The Board approved at its April 21 meeting 47 individual assignments to administrative positions for 1976-77. These were among the positions for which the Chancellor-Superintendent and the presidents decided there was no need to open applications.

Because of the current level of staffing impaction and its cost consequences, consideration for positions to be opened will be limited, wherever possible, to in-District applicants. Within the bounds of this necessary limitation, every effort will be made to follow affirmative action guidelines.

Pending completion of the selection process and Board approval of administratively recommended appointements and assignments, the schedule calls for the reorganization plan to be fully implemented by July 1, 1976.

COST

Given the District's management needs, the reorganization project did not seek to reduce administrative costs; however, those involved did seek to avoid having reorganization result in a cost increase.

Considering only the salaries of those involved in administration (including faculty members currently serving on released time), it has been estimated that reorganization will result in an annual saving of approximately $50,000.

The cost of providing needed classified support personnel cannot yet be accurately calculated, although liberal estimates place this District-wide figure at a net increase of no more than $20,000.

All things taken into account, therefore, it is projected that the new plan will result in a substantial reduction of administrative costs.

Section I

RECOMMENDED PLAN FOR ADMINISTRATIVE REORGANIZATION

This section sets forth the rationale on which the plan for District administrative reorganization is based. It defines the roles of those in management and describes the purposes and ramifications of the restructuring of the District Office and the Colleges.

INTRODUCTION

The search for an appropriate organizational structure for multi-unit community college districts has been a persistent and perplexing theme in the professional literature since the emergence of the first such district in 1933. This search has demanded enormous amounts of time and thoughtful consideration by local boards of trustees, superintendents, other administrators, and faculty leaders. Our own District wrestled with this problem for nearly four years as it contemplated moving to multi-unit operation. The foreword to the District's 1967 Multi-College Organization Plan is still a relevant statement:

> "The most critical problem facing junior colleges as they enter the era of multi-college operations is that of clearly defining the relationships between the functions and responsibilities of the colleges and those of the district. Moreover, this must be accomplished in such a way that the division of labor is readily apparent between the policy functions of the board and the functions of the district and colleges. In effect, a means must be devised that prevents overlapping of functions of each segment and yet it should be sufficient to include all appropriate functions of the total district. The problem is further complicated by the requirement that each college remain as autonomous as possible while meeting the educational needs of the entire district. In this setting, the district must assume the responsibility for coordinating functions so that the autonomy of the individual college is

enhanced. To achieve this, a plan of organization is needed that operationally defines the concept of autonomy."

Our continuing consideration of organization recognizes that all forms of social institutions are the product of their particular age and culture, because these institutions are made up of -- and exist to serve -- people who reflect the divergent knowledge, beliefs, mores, and customs of their time. It is hard to imagine any organization wherein this is more true than local public educational institutions. A successful formal organizational structure must be developed in a manner which is cognizant of this larger cultural environment. Any purely mechanical or philosophical approach to organizational structure which ignores these cultural determinants is doomed to failure, no matter how logical the mechanism or the philosophy. It is always easier to see these large environmental influences on organizational design in retrospect than it is to assess with accuracy their current or future impact.

The extreme pressures of growth in this District during the 1960s and early '70s forced expanding institutions to make pragmatic and informal operational decisions outside of the modifying context of carefully considered definitions of "operational autonomy." Institutional divisions of labor and function were never fully developed and monitored to insure that the component parts of the District would work together in a coordinated effort to produce an educational program that was both integrated and comprehensive on a District-wide basis. Furthermore, the existence of a District master plan which focused primarily on needed facilities to accommodate growth in a condition of relative affluence, rather than on educational

programs, combined with the lack of adequate mechanisms for insuring coordination and communication, tended to orient the District toward a goal of individual College comprehensiveness instead of District-wide comprehensiveness.

Now, however, there exists a recommended District Educational Program Master Plan which speaks strongly to the questions of coordination and District-wide comprehensiveness. Now, also, the world around us has changed, and it is increasingly apparent that the goal of three or four comprehensive Colleges is no longer financially possible, nor are the enrollment projections large enough to warrant such a direction even if finances were available.

To implement the new Educational Program Master Plan and to cope with the changed times, our organizational structure too must change. A conscious and planned attempt must be made to establish a pattern of functional relationships which is attuned to today's needs and aspirations.

In this era, with the birth rate down, with a shift in the value that people attach to the college experience, and with a reduced level of economic support - all coupled with increased expectations of service - the great problem facing our whole educational system is the management of stability, or perhaps even decline. This situation requires that the District avoid unnecessary duplication of effort, have a carefully planned and defined set of systematically chosen priorities (since it is no longer possible to "do it all" or even all that we would like to do), and develop the administrative ability to manage limited resources toward the achievement of these selected priorities.

In short, the management of stability or decline requires different administrative skills and greater precision in all areas

of the management process of planning, organizing, staffing, directing, and controlling. Mistakes whose impact would be cushioned by an era of affluence could now endanger the very survival of a program or an organization. The uncertain results of voluntary coordination which would be minimized in importance during a time of growth cannot insure the highest probability of an appropriately balanced and aligned set of District-wide educational opportunities and services so requisite in today's environment of fiscal limitations. Growth cycles always permit expansion beyond the existing program, but stability cycles require that hard choices be made on eliminating one activity in order to pursue another. In the latter environment, innovation and creativity can fall victim to the interests of the status quo. All of us enjoy "adding on" new programs or functions. On the other hand, the task of phasing out an activity before adding one is not at all pleasant; yet it must be done.

With all the above in mind, the central thrust of the proposed administrative reorganization of the District is to recognize that formal organizational structures and capabilities must be developed which will:

1. Meet the real educational needs of the community.
2. Coordinate the programs and services of the Colleges so as to insure that all of the District's units operate as a unified, comprehensive whole.
3. Deliver critical, precise planning, both short-range and for the longer-range direction of the organization, providing for the most effective use of limited resources.
4. Insure that the operational implementation and delivery of the results of District-wide master planning are coordinated for both effectiveness and efficiency.
5. Provide the stimulus to insure that innovation and identification of new opportunities do not become victims of limited resources.

6. Provide the necessary monitoring functions so that potential problems can be anticipated and resolved before crises develop.

7. Optimize administrative leadership.

In the succeeding sections, a model is presented, for both the District Office and the Colleges, that we believe can best accomplish the above functions.

Each of the positions shown in the model is of a nature that would call for it to be designated a management position by the Board under the new California law (SB 160, Rodda) on public educational employer-employee relations, which states: " 'Management employee' means any employee in a position having significant responsibilities for formulating district policies or administering district programs."

MANAGEMENT ROLES

Management has been defined as "achieving objectives through others." Its task is to harmonize the three basic components of any human enterprise -- ideas, things, and people -- through an integrated process of planning, organizing, staffing, directing, and evaluating.

But these five management functions require different skills and must be performed on different levels. Even a person who commands all the necessary skills to perform all the functions on the various levels will inevitably discover that his or her time and energy are limited. For this reason, large organizations create levels of management and assign to each a different emphasis in its performance of these management functions. Whereas middle management, for example, would be expected to concern itself with directing day-to-day operations, senior management would focus on the broader view of long-range planning, evaluation and articulation of priorities.

It is with these concepts in mind that we propose the following four-level model of management for San Mateo Community College District. In addition, to facilitate communication within and among the levels, certain advisory councils are proposed. The four-level model and the proposed councils are as follows:

Four-Level Management Model

A. Senior Management

(Chancellor-Superintendent, Assistant Superintendent, Presidents)

Primary roles:

Develop, for Board consideration and action, District and College goals and objectives, policies, and recommendations for educational

programs, budgetary allocations, and the employment, development, assignment, transfer, and termination of personnel.

Recommend District and College administrative structures, procedures, and position descriptions; approve operational systems and procedures; motivate personnel to reach optimum levels of performance; direct public relations program.

Insure maintenance of cooperative working relations and coordinated reporting systems among major operating units for the achievement of common goals.

Approve performance standards, analyze unit results, evaluate personnel.

2. Functional Unit Management
(District Directors, College Deans)

Primary roles:

Establish goals, implement policies, design procedures, and make operational decisions for the functional unit in the context of District and College goals, policies, and plans.

Manage all unit resources, organizing workflow and scheduling activities to insure the accomplishment of District, College, and unit goals. Participate in the motivation of personnel and the direction of operations on a periodic basis, receiving daily exception reports and taking corrective action.

Insure that effective communication and working relations exist with other functional units; coordinate work activities involving other units, whether College or District.

Make recommendations to senior management for the design of unit reporting systems that contribute to College and District-wide understanding; insure the collection and regular monitoring of data

needed for District educational information system and for the management of the functional unit; establish standards of personnel performance within the unit and report evaluations of subordinates to senior management.

3. Middle Management

(District Officers, College Directors, Assistant to Chancellor-Superintendent, Assistant to President)

Primary roles:

Formulate plans and objectives to implement policies; make recommendations for policy or procedural changes and for the organization of sub-unit structure, job requirements, personnel qualifications, and assignments of program personnel.

Maintain close contact with daily operations, anticipating problems and making operational decisions to avert them; direct the operation of all sub-unit reporting systems and monitor results at frequent intervals, taking corrective action where necessary.

Counsel and motivate subordinate personnel in job performance and evaluate in terms of job performance.

4. Supervisory Personnel

(Supervisors)

Primary roles:

Plan day-to-day objectives, work activities, and work assignments for specific tasks.

Supervise and counsel personnel on the job; take on-the-spot corrective action as needed; act as the primary communication link between management and employee; take action to insure employee welfare and safety.

Monitor personnel performance on a daily basis and report on daily sub-unit results to superior.

Communication and Advisory Councils

Chancellor's Cabinet

Members: Chancellor-Superintendent, Assistant Superintendent, Presidents

Chancellor's Council

Members: Chancellor-Superintendent, Presidents, Assistant Superintendent for Planning and Development, Director of Educational Program Coordination, Director of Personnel, Director of Fiscal Services, Communications and Public Information Officer, Administrative Assistant to the Chancellor-Superintendent

College Cabinet

Members: President, Dean of Instruction, Dean of Students, Director of Community Education and Public Information, Director of Operations, Assistant to President (CSM only)

District Planning Council

Members: Assistant Superintendent for Planning and Development, Director of Educational Program Coordination, two representatives from each college

College Planning Council

Members: Administrative representatives, student representatives, classified representatives, faculty representatives

DISTRICT OFFICE REORGANIZATION

The proposed reorganization of the District Office (see chart on Page 24) is designed to recognize the following needs:

1. Freeing the Chancellor-Superintendent from the necessity of full-time concentration on matters largely limited to internal operations, so that increased attention can be directed to the external factors that must be understood and addressed for optimum educational management and leadership.

2. Insuring educational program coordination on a District-wide basis.

3. Attuning management roles to the legal realities and definitions within which the District operates.

4. Aligning the formal structure of the District Office with its informal or de facto mode of operation, and further clarifying certain unit areas of concern.

5. Identifying, and differentiating among, the principal functions of the several levels of management personnel.

To meet the first of the above-cited needs, it is proposed that the position of Assistant Superintendent for Planning and Development be created. The Assistant Superintendent would add to the existing Director of Planning position District-wide executive responsibilities to relieve the Chancellor-Superintendent in the area of internal operations, thus providing sufficient time to focus attention on the external community and environments of the District and the State. No other function is so important to the future of the District as an insightful and correct analysis of the external environment, because this is the very foundation for the identification of future opportunities and directions which will assure the well-being and educational leadership of the District.

To meet the second need, it is proposed that the position of Director of Educational Program Coordination be created. The incumbent

of this position would be charged with responsibility in the areas of program development, implementation, delivery, and evaluation, in specific recognition that a fundamental purpose of the District is to provide educational comprehensiveness on a District-wide basis and that planning and coordination must be addressed by the District on a unified basis.

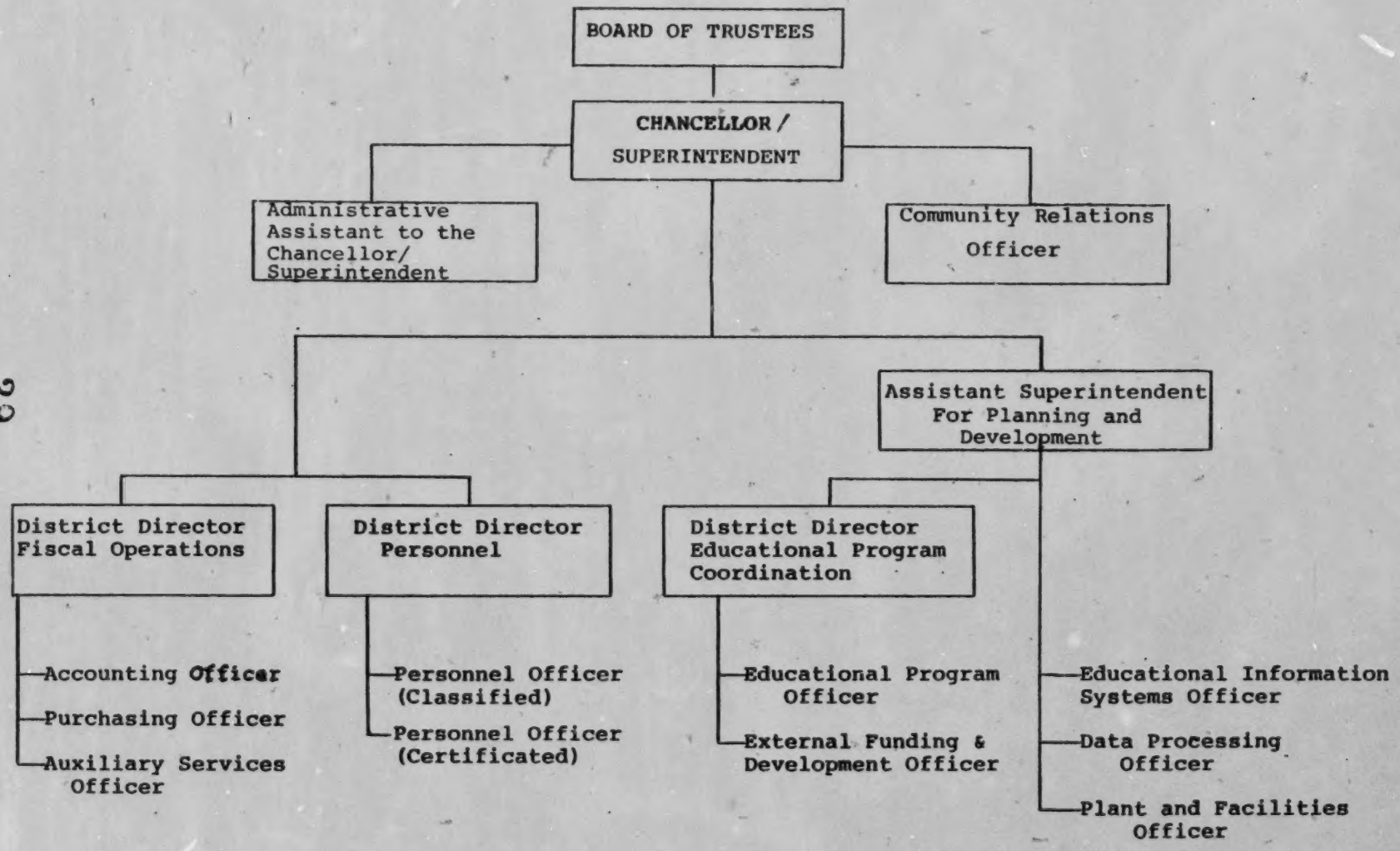
To meet the third need, of attuning management roles, the College Presidents -- while primarily serving as College educational leaders -- would occasionally assume responsibilities for District-wide tasks. Such a step is essential in this era of personnel transfers, collective bargaining, contract administration, and dynamic curriculum that demand continuous staff development. The step would also recognize the fact that only the entire District is a legal entity.

To meet the fourth need, aligning the formal structure of the District Office with its operational mode, certain support and technical functions which have evolved into functional staff positions but have line authority over a well defined area of responsibility, would be designated as District Directors. This designation, to be accompanied in each case by a job description that spells out functional responsibilities and authority, recognizes that such positions work best and most efficiently through horizontal relationships and work-flow patterns which cut across the traditional and often inefficient channels of vertical authority. Moreover, in every case, the departments of each of these District Directors would be carefully regrouped into functional units designed to complement or supplement the Director with technical or coordinative support.

The fifth need, identification and differentiation of management personnel responsibilities beyond those illustrated in the designation

of District directorships, would be met through placement of each position at its appropriate level in the "Management Roles" hierarchy explained in Section II.

DISTRICT OFFICE ORGANIZATION



REORGANIZATION OF THE COLLEGES

At the Colleges, the reorganization plan would flatten and reduce administrative layers in keeping with the hierarchy detailed in Section II, while simultaneously reducing the scope of responsibility for most administrative positions (see charts on Pages 27 and 28). The latter would be accomplished by applying the same grouping concepts described in the District Office reorganization proposal. This grouping by function eliminates unnecessary duplication of effort and, in some case, job positions. This not only would reduce the span of personnel control with which a single administrator must contend, but also in many cases would result in units of activity large enough in responsibility to produce advantageous economies of scale. In addition, most of the regrouped units would achieve increased homogeneity that would result in improved uniformity of process and communication.

The grouped functions include services for student, instruction, community programs, and college operations--with a maximum administrative emphasis on the primary functions of student and instructional services. Directors of Subject Areas report directly to the Dean of Instruction. Similiarly, for plant operation, the Supervisor of Buildings and Grounds reports directly to the Director of Operations.

Serving only as examples of grouping functions under one administrative head, let us examine the span of control of the Director of Instructional Resources and the Director of Special Services. Instructional Resources combines the library, media center, audio-visual, individualized instruction, and materials developed functions into one integrated and articulated unit. It would be clear to staff, students, and community alike as to who does what and where and why.

Special Services might combine financial aid, job placement, health services, and student activities into another functional unit. Functional units would be similar, but not necessarily identical, on each campus and would articulate together and with appropriate District Office personnel so that District-wide planning and development can take place.

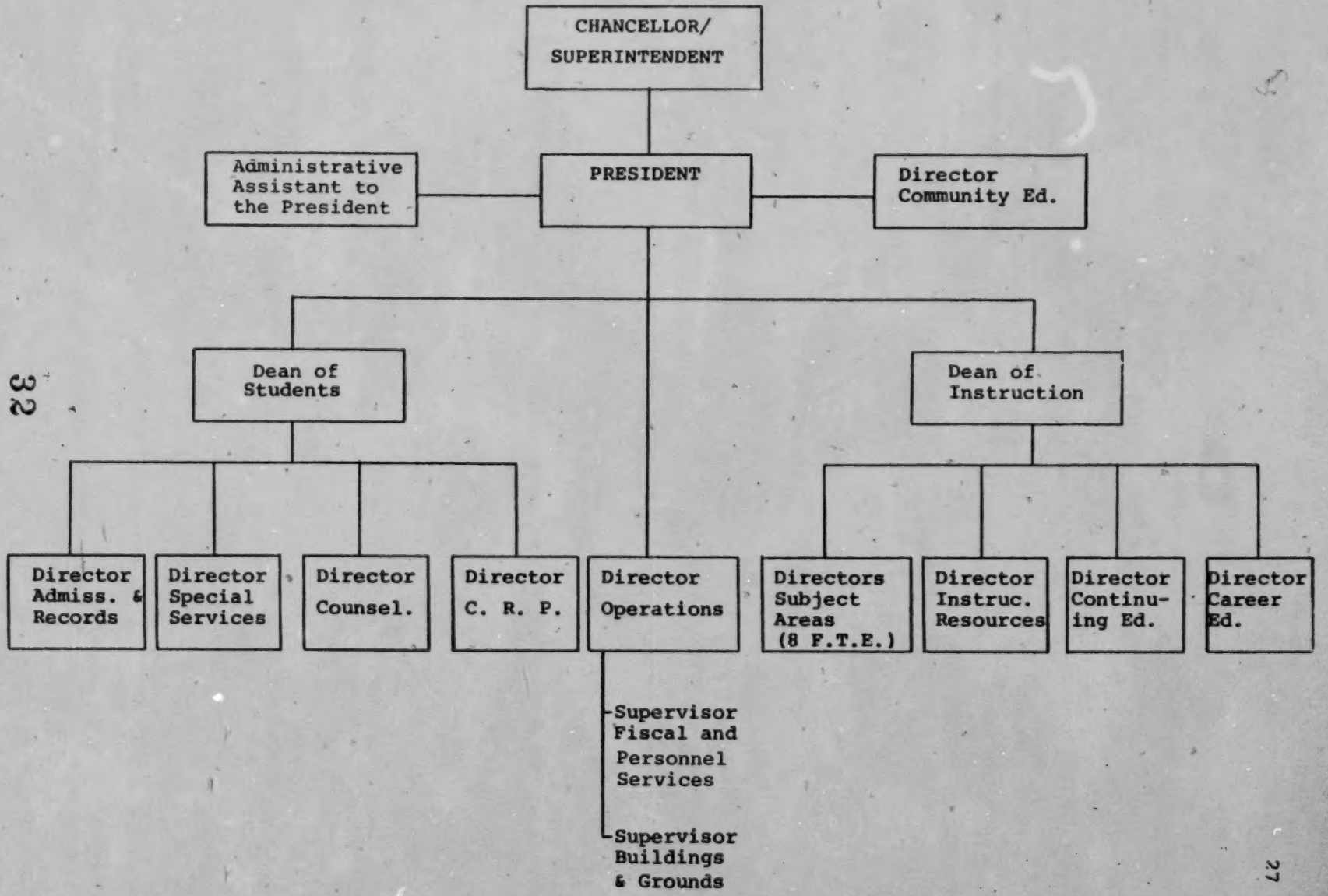
Other significant points concerning the reorganization of the Colleges include:

1. Directors of Community Education reporting directly to the Presidents.

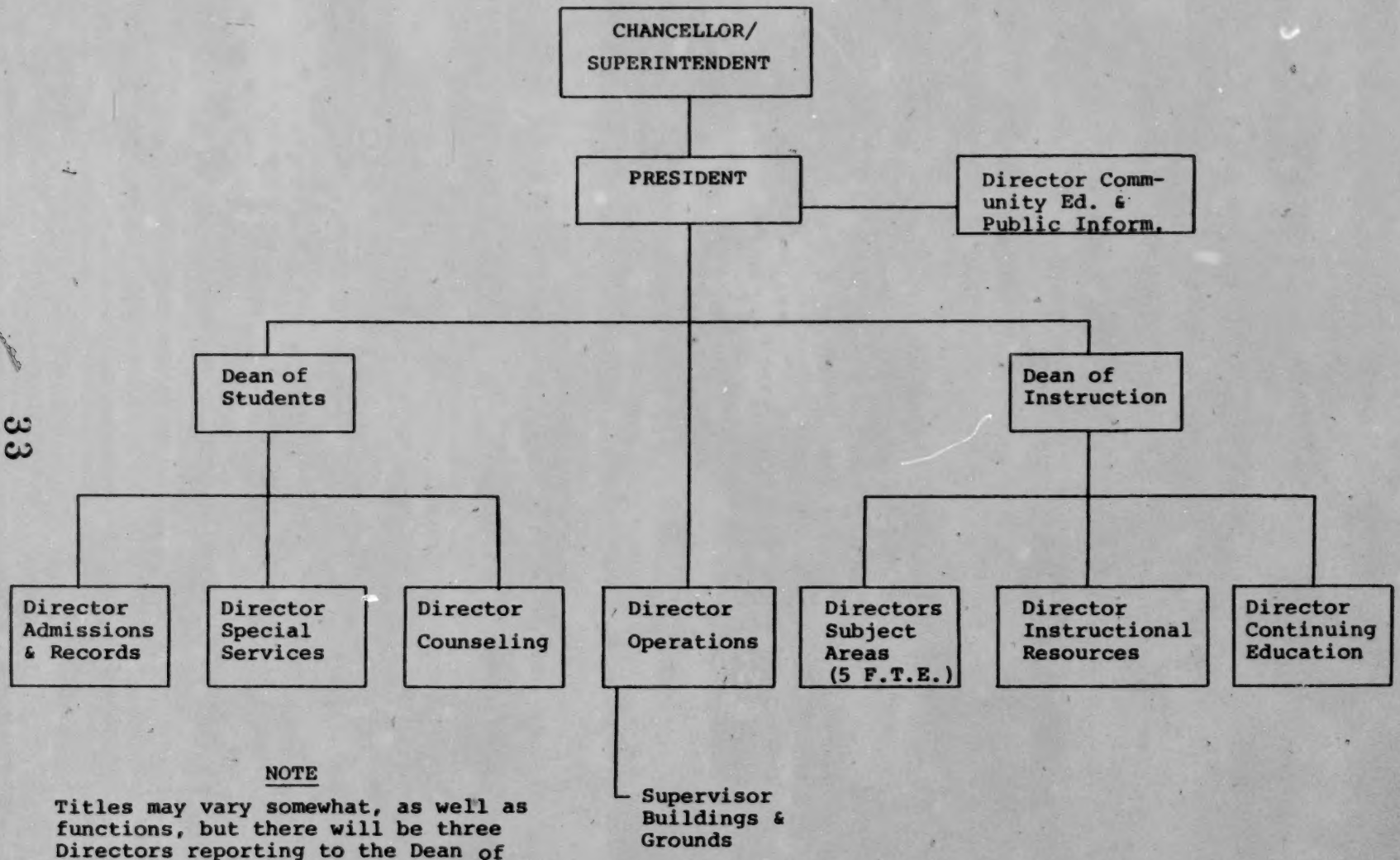
2. Integration of occupational/career deans with division chairmen positions as Subject Area Directors at Skyline and Canada.

3. Some uniqueness in positions to the CSM organization proposal primarily because of size (e.g., Assistant to the President, Director of College Readiness Program, Supervisor of Fiscal and Personnel Services, and Director of Career Education in a staff capacity).

COLLEGE OF SAN MATEO ADMINISTRATIVE ORGANIZATION



CANADA AND SKYLINE ADMINISTRATIVE ORGANIZATION



NOTE

Titles may vary somewhat, as well as functions, but there will be three Directors reporting to the Dean of Students and seven Directors reporting to the Dean of Instruction at both institutions.

CONCLUDING COMMENTS

Generally, the proposed plan has attempted to seek a simple conceptual solution rather than a complex one. Position titles reflect functional description rather than rank, and the number of administrative titles has been greatly reduced. Consistent application of uniform functional titles throughout the District will help to clarify both the function and the level of administrative position, and increase both staff and student understanding of "Who does what, where?" The management line of authority and communication has been shortened, and its routes clarified in each of the District's four units. The question of who acts in the Chancellor-Superintendent's absence is clearly answered through designation of an Assistant Superintendent.

Effective leadership requires clear-cut lines of authority, responsibility, and accountability. This is why the "Fleshing out" of the conceptual plan will call for a job description for every management position--a description which spells out not only the responsibilities of the position, but the degree of authority as well. This will allow administrators to hold subordinates accountable for their work. The "buck" can then be stopped at whatever point there exists adequate authority to resolve the problem. Such specific job descriptions are prerequisite to any decentralized delegation of responsibilities and mode of operation.

It is important to note that the plan was not developed with a goal or a guideline to either centralize or decentralize the system. The system was organized by functional analysis which sought to group those functions which are uniform, common, supplementary, and comple-

mentary, and then place each function closest to the point of sufficient information that would enable individuals to make sound and accountable decisions in the interest of the well-being of the whole District.

Wherever possible, economies of operation would be maximized by the utilization of classified specialists in areas that do not require, either by law or professional standards, the services of certificated professionals.

Management structures are designed to achieve objectives and goals, while governance structures are designed to achieve decision-making and policy determination through consensus. This plan is more a management structure than a governance structure, because it has made individuals responsible and accountable in lieu of the typical committee networks associated with governance structures. The design has, at every unit and level, considered the relationships of the basic management processes of planning, organizing, staffing, directing, coordinating, and controlling to achieve previously declared objectives. The College and District Planning Councils, as well as the Planning and Program unit, are indicative of the attempt to formalize a management function that previously was often characterized by a fragmented and sometimes ad hoc or even voluntary approach to the function. The plan recognizes that committee structures cannot perform management functions, but are most valuable when principally utilized in an advisory/consultative capacity and as a judicial body to resolve jurisdictional disputes.

Modern management techniques and practices are more adaptable to a management structure than a governance structure because all share a common turf in the recognition that individuals are the accountable entities of any management system. Through such management tools as

a computerized educational information system, precise delegation of responsibility and authority in job descriptions, control and evaluation through establishment of objectives and the use of project management, the senior managers, and particularly the Chancellor-Superintendent, can increase their span of control without being consumed by the rigors of detailed and daily supervision of staff and functions. Time, then, becomes available for the senior managers to plan as well as operate, to evaluate and avert problems, and to assess the critical external environment instead of attending largely to adjustments in the internal structure; in short, to exercise management and educational leadership instead of adjudication.

This reorganization proposal, for the first time in our District, mandates lateral coordination among the Colleges and provides the District Office with appropriate personnel given responsibility and accountability for assuring that lateral coordination is successful. This does not mean that the District Office is building a cadre of "super deans" with line relationships to College administrators, but rather a minimum number of multi-skilled personnel responsible for convening the various functional unit heads so that necessary planning, development, coordination, evaluation, and communication take place.

Section II

ADMINISTRATIVE REORGANIZATION: RECOMMENDED PRIMARY FUNCTIONS OF POSITIONS

Section I outlined and explained the fundamental structural changes constituting the plan for reorganization of the District administration.

Section II will define the primary functions of those jobs affected by the proposed changes.

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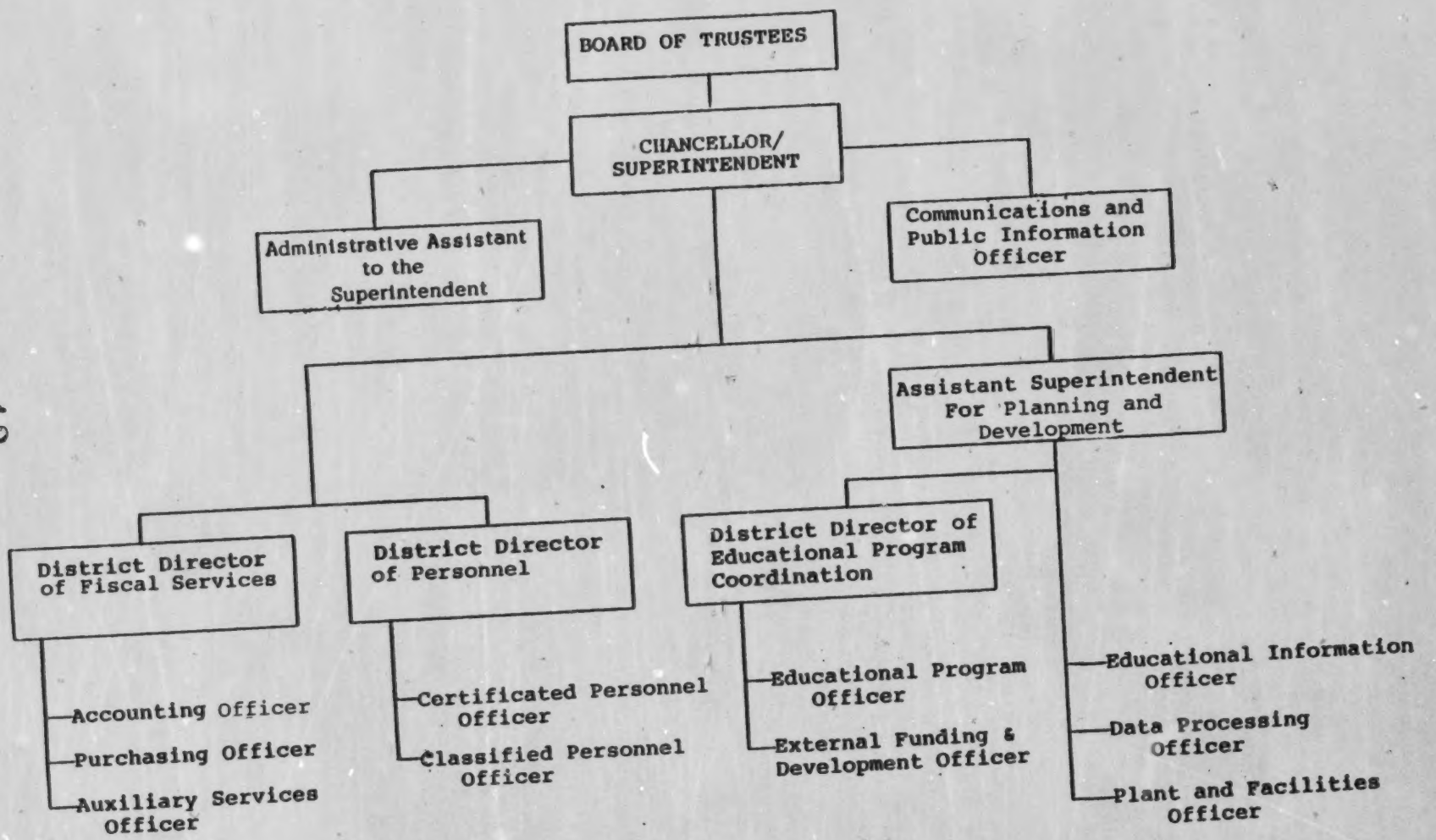
DISTRICT POSITIONS

DISTRICT OFFICE ORGANIZATION



Chancellor-Superintendent

1. To serve as the chief administrative officer of the District and executive officer of the Board of Trustees.

2. As chief administrative officer, to recommend and bear ultimate responsibility for implementing District Rules and Regulations and other Board actions in such areas as budget and fiscal management, educational programs, student services, physical facilities, organizational structure, and staffing, including the appointment, evaluation, assignment, compensation, transfer, and termination of all District personnel.

3. As executive officer of the Board of Trustees, to serve as official spokesperson on matters relating to Board policy and to conduct official correspondence on behalf of the Board and provide official responses to inquiries relating to Board policy and action.

4. To review, analyze, modify, and determine appropriateness of all staff-prepared recommendations and reports in preparation for submission to the Board of Trustees for action or information.

5. To be responsible for District and College goal-setting and the evaluation of progress toward these goals, by insuring that educational, fiscal, and facilities plans are developed for Board action and implemented following such action.

Assistant Superintendent for Planning and Development

1. To serve as the District administrator responsible to the Chancellor-Superintendent for managing the District's educational processes and programs, information systems, and facilities.

2. To serve as Acting Superintendent in the absence of the Chancellor-Superintendent.

3. To direct District-wide educational program development, coordination, balance, and evaluation; and to develop and prepare program and planning recommendations for the Chancellor-Superintendent and the Board of Trustees.

4. To be responsible for and direct the District's administrative data processing operation.

5. To direct the development and implementation of the District's external funding program.

6. To direct District-wide facility development and maintenance programs.

Director of Educational Program Coordination

1. To serve as the District administrator responsible to the Assistant Superintendent for managing the planning and evaluation of educational programs.

2. To direct planning and coordination of the development and implementation of new educational programs to insure that they conform with District goals and objectives, recommending the appropriate College for their placement; and to review and monitor existing programs to insure District-wide program balance and avoidance of unwarranted program duplication.

3. To conduct, direct, and coordinate research to identify appropriate areas for new curriculum development and insure appropriate program evaluation for determining effectiveness and modification needs.

4. To develop, coordinate, and assist in designing and implementing staff development programs.

5. To explore educational opportunities for multi-agency program development and make recommendations for appropriate operational relationships.

Director of Fiscal Services

1. To serve as the District administrator responsible to the Chancellor-Superintendent for managing the District's fiscal and business services.

2. To plan, coordinate, recommend, and assume primary responsibility for the development and administration of the District budget; to direct and maintain budget control and analysis; to approve all disbursements of funds; and to direct the preparation of related financial reports.

3. To provide support services to College Presidents and their designated management representatives on all aspects of fiscal affairs and business services.

4. To manage the District's investment program and cash flow.

5. To administer the District's comprehensive liability, property, workmen's compensation, and student insurance programs; and to direct the maintenance of insurance records and preparation of insurance reports.

6. To direct the purchasing of equipment, supplies, and properties for the District; and to direct the maintenance of the inventory of all properties of the District.

Director of Personnel

1. To serve as the District administrator responsible to the Chancellor-Superintendent for managing a comprehensive District personnel program, including recommendations for the employment, assignment, transfer, and termination of personnel in accord with District Rules and Regulations and Board action.

2. To develop District management positions on collective bargaining in accord with Board guidelines; and to coordinate negotiations and collective bargaining activities.

3. To direct the maintenance of personnel records and the conduct of personnel research; and to report and make recommendations to the Chancellor-Superintendent and other appropriate line officers on matters of position control, manpower levels, and staffing patterns.

4. To interpret and enforce uniform District-wide personnel policies and practices; to provide for District-wide communication of personnel policies and procedures; and to develop programs for staff recruitment and development.

5. To administer grievance procedures for District employees; and to coordinate activities related to disciplinary action and litigation involving District personnel.

Administrative Assistant to the Chancellor-Superintendent

1. To serve under the direction of, and upon assignment by, the Chancellor-Superintendent as the District administrator for monitoring, expediting and reporting on matters relating to the activities and responsibilities of the office of the Chancellor-Superintendent.

2. To insure conformity of personnel actions with the District affirmative action policy.

3. To develop and maintain liaison between the Chancellor-Superintendent's office and other District Office units, as well as with appropriate staff of the Colleges.

4. To provide administrative assistance, as required and authorized by the Chancellor-Superintendent, to other District Office units.

5. To represent the District, as directed by the Chancellor-Superintendent, at meetings and special occasions.

Accounting Officer

1. To serve as the District administrator responsible to the Director of Fiscal Services for implementing the District's accounting functions in the areas of payroll, accounts payable, accounts receivable, and general accounting.

2. To assist in the development and refinement of the accounting structure and system to assure compliance with Federal, State, and County requirements.

3. To advise District and College personnel on accounting policy and procedures.

4. To prepare regular and special financial reports as required.

Auxiliary Services Officer

1. To serve as the District administrator responsible to the Director of Fiscal Services for implementing the accounting system for the District's bookstores, food services, student governments, and student financial aid services.

2. To develop, maintain, and evaluate system standards and procedures for all auxiliary and student financial aid fiscal operations; and to prepare financial statements and analyses for such operations.

3. To coordinate with appropriate College personnel the fiscal operations of auxiliary services within the guidelines of District policies.

Certificated Personnel Officer

1. To serve as the District administrator responsible to the Director of Personnel for implementing District personnel policy and Board action regarding certificated employees, including the processes of employment, assignment, transfer, and termination.

2. To apply the District's affirmative action, recruitment, and evaluation programs for certificated employees.

3. To provide advice and counsel to certificated employees on compensation, credentialing, leaves, employee benefits, professional growth programs, retirement, and other aspects of District personnel policy.

4. To develop and maintain a system of personnel records for certificated employees which meets Federal, State, and District requirements.

Classified Personnel Officer

1. To serve as the District administrator responsible to the Director of Personnel for implementing District personnel policy and Board action regarding classified employees, including the processes of employment, assignment, transfer, and termination.

2. To apply the District's affirmative action, recruitment, and evaluation programs for classified employees.

3. To develop and administer the District classification system; and to develop and direct the applicant testing program for classified positions.

4. To provide advice and counsel to classified employees on compensation, classification, leaves, employee benefits, retirement, and other aspects of District personnel policy.

5. To develop and maintain a system of personnel records for classified employees which meets Federal, State, and District requirements.

Communications and Public Information Officer

1. To serve as the District administrator responsible to the Chancellor-Superintendent for implementing the District's communications and public information program directed to District employees, the news media, and the community.

2. To coordinate College communications and public information programs with the District program.

3. To plan, develop, and coordinate the preparation of official publications of the District, including Board reports, Board meeting summaries, news releases, community and staff newsletters, brochures and fact sheets.

4. To draft, under the direction of the Board and Chancellor-Superintendent, statements of policy and administrative procedure.

5. To monitor legislative developments related to community colleges, and develop statements of position for consideration by the Chancellor-Superintendent and the Board of Trustees.

Data Processing Officer

1. To serve as the District administrator responsible to the Assistant Superintendent for conducting activities of the District's administrative data processing center.

Data Processing Officer (continued)

2. To establish and implement, in consultation with District and College administrators, standards, procedures, and schedules for data entry and other clerical processes that interface with the data processing center.

3. To prepare budget recommendations for the data processing center in accord with established objectives, to implement the budget as approved, and to maintain records of data processing operations and expenditures.

4. To make recommendations for equipment and system modifications on the basis of current data processing technology in order to maximize the efficiency of workflow in the data processing center.

Educational Information Officer

1. To serve as the District administrator responsible to the Assistant Superintendent for conducting and coordinating District-wide research, and for developing and maintaining a District educational information system.

2. To design and implement an information system which will satisfy governmental reporting requirements and meet the needs of management for information in planning, evaluating, and decision-making, as well as other staff and student information needs.

3. To conduct District-wide research and coordinate research by District and College personnel, anticipating and responding to the information needs of the Board of Trustees and of District and College management.

4. To organize and direct District administrative computer programming efforts, making budget recommendations on computer hardware and software as they relate to the development of the information system.

Educational Program Officer

1. To serve as the District administrator responsible to the Director of Educational Program Coordination for technical and operational assistance in planning, coordinating, and evaluating the educational programs of the District.

2. To coordinate development of annual plans for occupational programs, transfer programs, student services, community services, and educational facilities; and to monitor District progress in achieving the established program goals.

Educational Program Officer (continued)

3. To assist in the development and conduct of community needs assessments and employment market research preliminary to program development.

4. To conduct appropriate educational research.

External Funding and Development Officer

1. To serve as District administrator responsible to the District Director of Educational Program Coordination for implementing the District's external funding and project development programs.

2. To develop, through the use of external funding, educational and operational activities designed to improve instructional programs and student services.

3. To evaluate, review, and make recommendations for the strengthening of applications and external funding proposals that are transmitted from faculty and administrators to the office of the Assistant Superintendent.

4. To evaluate the results of developmental projects and assess their achievement of stated objectives; and to prepare evaluation reports for potential renewal of external funding.

5. To develop and maintain procedures for reporting on programs and claiming of external funding.

Plant and Facilities Officer

1. To serve as the District administrator responsible to the Assistant Superintendent for implementing plant and facilities activities throughout the District.

2. Under the direction of the Assistant Superintendent, to consult with architects, engineers, and District personnel on the design criteria for construction and alterations of College buildings, roads, parking lots, and utilities, and to assure compliance with contract documents, inspection requirements of the State Division of Architecture, and local codes and regulations.

3. To maintain contract files, including plans and specifications; to execute change orders; and to verify and approve all progress payment requests.

Plant and Facilities Officer (continued)

4. To review requests for minor construction, remodeling, and other work; and to make cost estimates, draft prints, and develop recommendations for action regarding such work.

5. To coordinate the preparation and administration of budgets for buildings and grounds operation and capital outlay projects, including expenditures and approval of work requisitions and purchase orders.

6. To recommend and implement standard operating policies and procedures for buildings and grounds operations; and to conduct physical inspection of facilities to insure compliance with District standards.

Purchasing Officer

1. To serve as the District administrator responsible to the Director of Fiscal Services for implementing the purchase of supplies and equipment, including the conduct of bidding procedures, approval of purchase orders, and establishment of purchasing schedules.

2. To advise District and College personnel on purchasing policy and procedures.

3. To maintain the necessary records for classification, inventory, and disposal of all District property and for the disposal of all surplus District property.

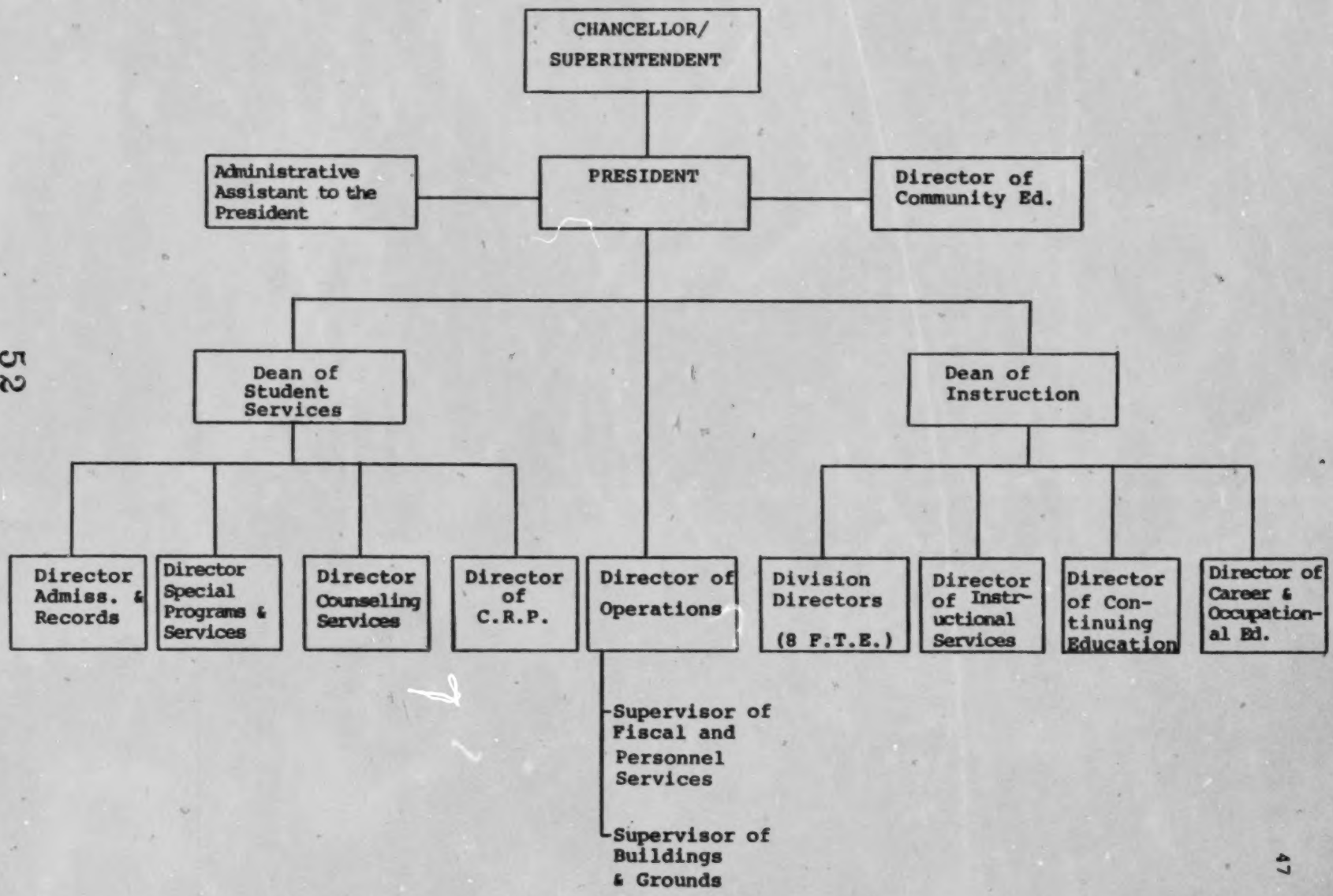
4. To recommend action on contracts and agreements, and to prepare reports on contractual and purchasing requirements.

5. To recommend procedures for and supervise the operation of Central Stores, District mail service, and District Office central duplicating services.

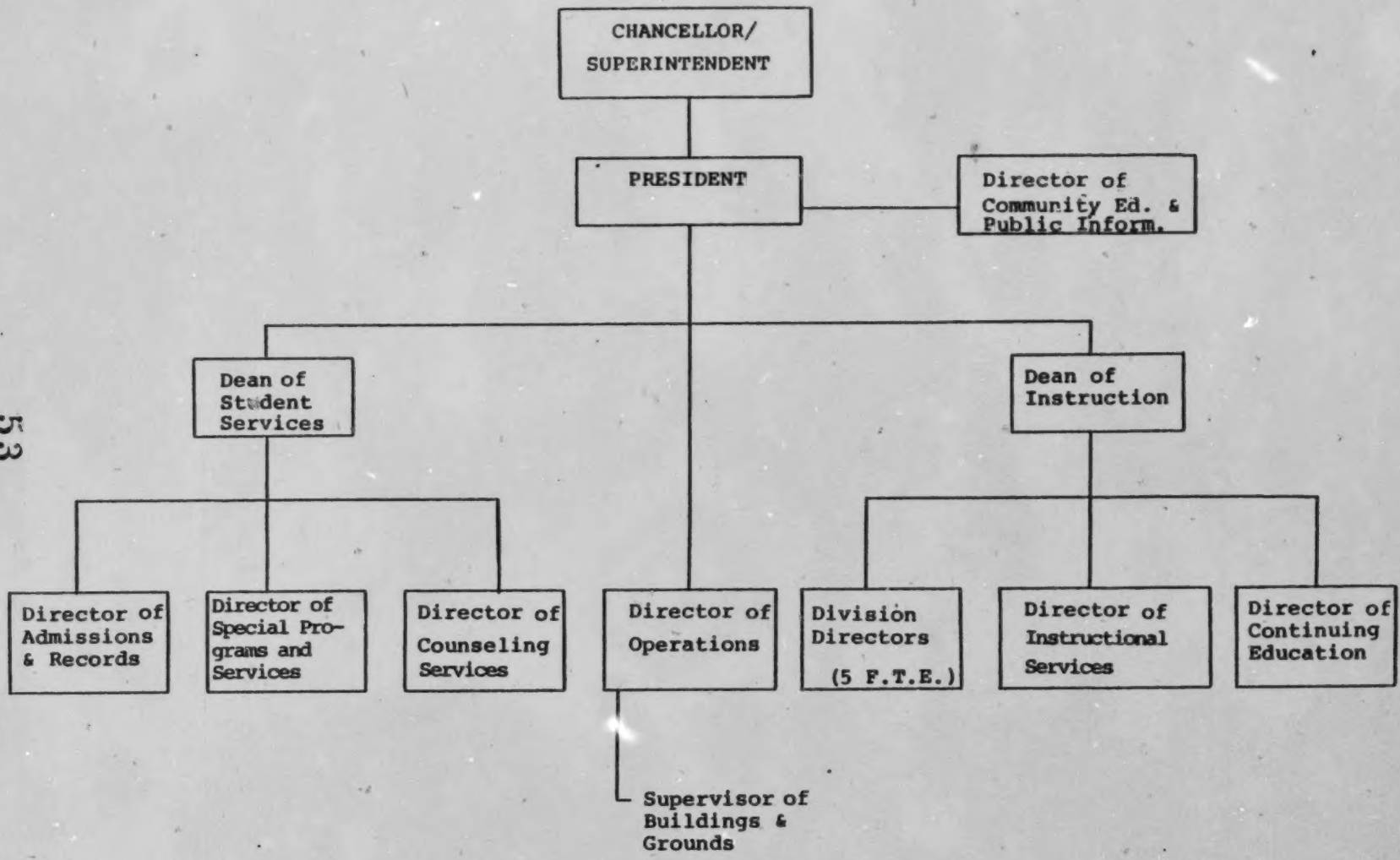
6. To administer the District-wide records retention and risk management programs.

COLLEGE POSITIONS

COLLEGE OF SAN MATEO ADMINISTRATIVE ORGANIZATION



CANADA AND SKYLINE ADMINISTRATIVE ORGANIZATION


CHANCELLOR/ SUPERINTENDENT
PRESIDENT
Director of Community Ed. & Public Inform.
Dean of Student Services
Dean of Instruction
Director of Admissions & Records
Director of Special Programs and Services
Director of Counseling Services
Director of Operations
Division Directors (5 F.T.E.)
Director of Instructional Services
Director of Continuing Education
Supervisor of Buildings & Grounds

President

1. To serve as the chief administrative officer of the College, assisting the Chancellor-Superintendent in providing educational leadership for the District, its Colleges, and the community.

2. As chief administrative officer, to recommend and bear ultimate responsibility for implementing at the College level District Rules and Regulations and administrative procedures, providing for a balanced instructional program and comprehensive student services to meet community needs.

3. To direct the development and administration of the College budget; to direct the continuous review and evaluation of the programs and services of the College; and to direct the performance evaluation of College personnel.

4. To develop and maintain an effective program of community relations and public information in the service area of the College.

Dean of Instruction

1. To serve as the College administrator responsible to the President for planning, organizing, and evaluating the instructional program in accord with District Rules and Regulations, program objectives, and student needs.

2. To lead and coordinate innovative efforts for staff development and the improvement of the instructional process.

3. To develop the instructional budget recommendation and administer the budget as approved.

4. To direct the development and implementation of the schedule of classes in accord with current assessments of student need.

5. To direct the performance evaluation of instructors, instructional administrators, and support staff, and recommend certificated personnel actions to the President.

Dean of Student Services

1. To serve as the College administrator responsible to the President for planning, developing, organizing, and evaluating the student services program, in accord with District Rules and Regulations, and administrative and established goals.

Dean of Student Services (continued)

2. To develop the budget recommendation for student services and administer the budget as approved.

3. To direct the supervision of students on campus and at College-related activities.

4. To direct articulation activities with appropriate secondary schools and four-year transfer institutions.

Administrative Assistant to the President (CSM only)

1. To serve as the College administrator responsible to the President for coordination of all College-level administrative activity; to recommend administrative procedures; to coordinate the preparation of news releases for the media; to coordinate the publication of College brochures, catalogs, schedules, forms, and promotional material; to coordinate the scheduling and conducting of College meetings and campus visitations.

2. To develop and maintain effective liaison between the President's Office and other College administrative units, as well as with appropriate staff at the District Office.

3. To monitor the preparation of College reports for submission within the District and to outside agencies.

4. To represent the College, as directed by the President, at meetings and special occasions.

Director of Admissions and Records

1. To serve as the College administrator responsible to the Dean of Student Services for planning, developing, organizing, and evaluating college admissions and records services in cooperation with the District Educational Information Officer, and in accord with District Rules and Regulations and legal requirements.

2. To direct and conduct student registration.

3. To develop budget recommendations for Admissions and Records and administer the budget as approved.

4. To advise and participate in the preparation of enrollment projections, student profiles, and other data reports for planning purposes.

5. To administer the financial aid and veterans' assistance programs; and to direct efforts to secure external funding for special aid programs. (Cañada only)

Director of Career and Occupational Education (CSM only)

1. To serve as the College administrator responsible to the Dean of Instruction for managing career and occupational programs, including the coordination and review of programs with citizen advisory groups.

2. To develop overall budget recommendations for career and occupational programs in accord with program goals, objectives, and guidelines as they relate to community and student needs.

3. To provide direction and assistance to instructors on matters of career education.

4. To supervise the program of cooperative education and student placement with its relationships to business and industry.

5. To prepare short- and long-range career and occupational plans for programs of the College and to report on progress and achievements of these programs.

Director of College Readiness Program (CSM only)

1. To serve as the College administrator responsible to the Dean of Student Services for the conduct of the College Readiness Program.

2. To recommend curriculum development of special interest and need for students within the College Readiness Program.

3. To develop the College Readiness Program budget recommendation and administer the budget as approved.

4. To oversee the selection and training of tutor supervisors and tutors, direct their activities, and evaluate their performance as well as that of other College Readiness personnel.

5. To interpret and represent the College Readiness Program to the College and community.

6. To coordinate College multi-cultural programming activities and administer the Extended Opportunities Programs and Services (EOPS) project.

Director of Community Education

1. Under the direction of the President, to plan, organize, develop, coordinate, and evaluate the College's community education program and other non-credit instructional activities, including forums, short courses, institutes, lecture series, and cultural events.

2. To recommend and administer the community education budget; to direct the registration of participants and collection of fees for community education courses and programs; and to recommend the appointment of professional staff for community education activities.

3. To coordinate, with the Dean of Student Services and student representatives, public programs sponsored by student government.

4. To direct the dissemination of information on College programs to the news media of the College and community. (Cañada and Skyline)

Director of Continuing Education

1. To serve as the College administrator responsible to the Dean of Instruction for managing the continuing education and summer programs.

2. To direct the recruitment, recommend the selection, and evaluate the performance of continuing education faculty and staff in concert with the Division Directors.

3. To develop and recommend the budget for the continuing education and summer session programs, and administer the budget as approved.

4. To establish and implement the continuing education and summer session schedules in concert with the Dean of Instruction and the Division Directors.

5. To provide assistance and direction to community groups requesting on-campus or off-campus instructional services for credit in accord with Board policy and administrative procedures.

6. To direct the supervision of the campus during evening, weekend and summer class hours.

Director of Counseling Services

1. To serve as the College administrator responsible to the Dean of Student Services for developing, organizing, directing, maintaining, and evaluating the College counseling program and services.

2. To conduct follow-up studies on former students in cooperation with the office of the Assistant Superintendent for Program and Planning.

3. To conduct staff development activities and in-service education for counselors, in conjunction with District-wide programs.

4. To develop the counseling services budget recommendation and administer the budget as approved.

Division Director

1. To serve as the College administrator responsible to the Dean of Instruction for the leadership and management of the division's day, evening, weekend, and summer programs.

2. To direct and conduct curriculum development for the division in accord with District and College policies, procedures, and objectives.

3. To plan and direct a comprehensive staff development program for the division in concert with the Office of Instruction; to supervise the performance evaluation of divisional faculty and support staff; and to recommend personnel actions to the Dean of Instruction.

4. To plan and recommend the division budget to the Dean of Instruction and administer the budget as approved.

5. To establish and implement the division class schedule in concert with the Dean of Instruction and the Director of Continuing Education.

Director of Instructional Services

1. To serve as the College administrator responsible to the Dean of Instruction for developing and maintaining a comprehensive learning resources program in support of instruction.

2. To manage the operations of the library, media, audio-visual, and instructional materials development centers.

Director of Instructional Services (continued)

3. To provide leadership and assistance to faculty regarding instructional development, innovation, and the utilization of external funding opportunities.

4. To develop and recommend the budget for the instructional service centers and administer the budget as approved.

5. To direct the planning and operation of the District's educational radio and television stations. (CSM only)

6. To conduct curriculum development, especially in the area of occupational programs; and to direct the operation of the computer laboratory. (Cañada only)

Director of Operations

1. To serve as the College administrator responsible to the President for plant maintenance and general support operations.

2. To assist the President in the development and control of the College budget.

3. Following District Rules and Regulations and administrative procedures, to direct campus security and auxiliary enterprises, and coordinate with the District Plant and Facilities Officer the maintenance of buildings and grounds at the College.

4. To serve as liaison to the District Office in classified personnel and fiscal matters.

5. To direct the special scheduling and use of College facilities, in accord with District Rules and Regulations and administrative procedures.

Director of Special Programs and Services

1. To serve as the College administrator responsible to the Dean of Student Services for planning, developing, directing, and evaluating College special services, including programs for the disadvantaged and disabled, student financial and special aids, and student government and activities.

2. To develop the budget recommendation for special services programs, and administer the budget as approved.

Director of Special Programs and Services (continued)

3. To develop, in cooperation with the District External Funding and Development Officer, opportunities for securing external funding for special services programs.

4. To plan and direct the student activities program in conjunction with student leaders; and to serve as advisor to the College's student government.

Supervisor of Buildings and Grounds

1. To serve as the College administrator responsible to the Director of Operations for the maintenance of buildings and grounds.

2. To plan, coordinate, and monitor the work assignments and schedules of buildings and grounds personnel.

3. To assist the District Plant and Facilities Officer in developing a preventive maintenance program for College plant and facilities; and to implement this program, maintaining appropriate records.

4. To assist in the preparation of the buildings and grounds budget; and to recommend purchases of equipment and supplies.

5. To secure bids for contract services related to buildings and grounds, subject to approval by the District Plant and Facilities Officer.

Supervisor of Fiscal and Personnel Services (CSM only)

1. To serve as the College administrator responsible to the Director of Operations for the management of College fiscal and personnel services.

2. To coordinate the development of the annual College budget and develop budgetary recommendations to the District administration; to monitor College expenditures to insure that they remain within the budget allocation, and provide regular reports on such matters.

3. Under the direction of the Director of Operations, to monitor all College-level personnel procedures and record-keeping, insuring compliance with District Rules and Regulations and administrative procedures; and to monitor procedures and goals pertaining to affirmative action.

4. To assist the Director of Operations in liaison with the District Office in classified personnel and fiscal matters.

Section III

QUALIFICATIONS STANDARDS FOR ADMINISTRATIVE POSITIONS

As Section II provided descriptions of the administrative positions affected by the changes outlined in Section I, Section III will delineate the qualifications for those jobs, including credentials, professional experience, education and key administrative abilities.

DISTRICT POSITIONS

Assistant Superintendent for Planning and Development

Serves as the District administrator responsible to the Chancellor-Superintendent for District-wide educational programming and planning.

Qualifications:

1.	Credentials	California community college chief administrative officer credential. California community college instructor credential in a subject area taught in this District.
2.	Professional Experience	Demonstrated effective community college administrative experience and successful teaching experience which included responsibility for curriculum design, development, and evaluation. Top-level management and planning experience required, including budget development, fiscal management, and personnel administration.
3.	Education	Graduate study in planning, systems design, management, and curriculum design and evaluation.
	OR	A background of education and experience substantially equivalent to requirements 2 and 3.
4.	Key Administrative Abilities	Demonstrated effective leadership ability in planning, developing, and evaluating a comprehensive educational program at the college level.
		Demonstrated ability in analyzing the social, political, and economic factors affecting higher education.
		Demonstrated effective ability in directing the design and implementation of effective student services, instructional programs, and management information systems.
		Knowledge of skills required to organize, direct, and utilize research in educational planning, development, and evaluation, with demonstrated positive results.
		Knowledge of developments in instructional technology and their potential application in community college curricula.
		Knowledge of and ability to implement pertinent federal, state, and local laws which govern community college educational programs.
		Demonstrated effectiveness in articulation of ideas to individuals and groups.
		Demonstrated ability to motivate persons to accomplish assigned projects within specified time schedules.

Director of Educational Program Coordination

Serves as the District administrator responsible to the Assistant Superintendent for planning and evaluating educational program goals and objectives in accordance with Board policy.

Qualifications:

1.	Credentials	California community college supervisor credential. California community college instructor credential in a subject area taught in this District.
2.	Professional Experience	Demonstrated effective community college administrative experience with success in leadership and coordinative roles. Experience in community college teaching, as well as curriculum design, development, and evaluation.
3.	Education	Graduate study in higher education curriculum design, development, and evaluation, educational technology, and research methodology.
	OR	A background of education and experience substantially equivalent to requirements 2 and 3.
4.	Key Administrative Abilities	Demonstrated ability to direct job market and manpower research as it applies to community college curriculum design, development, and evaluation.
		Knowledge of curriculum structure and transfer requirements of four-year colleges and universities.
		Knowledge of educational technology and delivery systems appropriate to community college educational programs, and ability to coordinate their effective utilization.
		Ability to interpret and utilize complex data reports produced by student, course, fiscal, facility, and demographic information systems to identify areas for new curriculum development, evaluate educational programs, and for other related purposes.
		Demonstrated ability to communicate effectively, both orally and in writing, with administrators, faculty, students, and the public, as well as governmental agencies.

Director of Fiscal Services

Serves as the District administrator responsible to the Chancellor-Superintendent for the District's fiscal and business services.

Qualifications:

1.	Credentials	None required.
2.	Professional Experience	Successful experience in college administration, with specific responsibility for financial management, budget preparation and control, and related fields.
3.	Education	Master's degree in business administration or public school administration, including advanced study in community college finance and business affairs.
	OR	A background of education and experience substantially equivalent to requirements 2 and 3.
4.	Key Administrative Abilities	Thorough knowledge of the principles and practice of community college fiscal affairs.
		Ability to administer effectively the District's fiscal services program, ensuring compliance with legal requirements, Board policy, and established administrative procedures.
		Ability to direct the maintenance of comprehensive fiscal and business records systems, and to prepare timely and succinct summary reports of complex data.
		Ability to communicate effectively, both orally and in writing, with administrators, faculty, classified staff, and the public, as well as governmental agencies.
		Ability to initiate and maintain accounting procedures to assure orderly receipt and disbursement of funds.
		Demonstrated ability to manage an investment program in compliance with legal requirements and Board policy.
		Knowledge of and ability to direct appropriate purchasing and supply procedures for personal and real properties.

Director of Personnel

Serves as the District administrator responsible to the Chancellor-Superintendent for the District's personnel program.

Qualifications:

1.	Credentials	California community college supervisor credential. California community college instructor credential in a subject area taught in this District.
2.	Professional Experience	Demonstrated effective community college administrative experience and successful teaching experience, preferably in institutions of higher education.
3.	Education	Advanced study in community college education and public personnel administration.
	OR	A background of education and experience substantially equivalent to requirements 2 and 3.
4.	Key Administrative Abilities	Demonstrated ability to design, develop, and administer an effective comprehensive personnel program for both certificated and classified employees.
		Demonstrated ability and experience in conducting personnel negotiations.
		Demonstrated ability to assure conformance of a community college personnel program, including collective bargaining, with applicable federal, state, county, and local laws and regulations.
		Demonstrated ability to communicate effectively, both orally and in writing, with administrators, faculty, classified staff, and the public, as well as governmental agencies.
		Demonstrated ability in effective supervision of support staff.
		Knowledge of current developments in the preparation of position descriptions, task elements, qualification requirements, and recruitment and training procedures.

Administrative Assistant to the Chancellor-Superintendent

Serves as the District administrator responsible to the Chancellor-Superintendent for coordination of administrative activity to insure timely implementation of management decisions and completion of management tasks.

Qualifications:

1.	Credentials	None required.
2.	Professional Experience	Successful experience in administrative management and/or community college teaching. Experience must demonstrate ability to motivate and expedite action by various organizational units.
3.	Education	Bachelor's degree from an accredited institution. Study in management and communication.
	OR	A background of education and experience substantially equivalent to requirements 2 and 3.
4.	Key Administrative Abilities	Demonstrated ability to coordinate the completion of management tasks by District and College administrators.
		Ability to communicate effectively, both orally and in writing, with individuals and groups.
		Demonstrated ability to insure compliance with mandatory affirmative action policies and laws of federal, state, county, and local jurisdictions.
		Ability to assume public relations responsibilities as representative of the Chancellor-Superintendent when so designated.

Accounting Officer

Serves as the District administrator responsible to the Director of Fiscal Services for the administration of District accounting functions: payroll, accounts payable and receivable, and general accounting.

Qualifications:

1.	Credentials	None required.
2.	Professional Experience	Successful experience with significant responsibility in public agency accounting functions.
3.	Education	Professional training in public agency accounting techniques.
	OR	A background of education and experience substantially equivalent to requirements 2 and 3.
4.	Key Administrative Abilities	Demonstrated ability to direct the maintenance of comprehensive community college accounting systems. Ability to implement federal, state, county, and local policy and regulations affecting community college accounting systems and methods. Demonstrated ability to communicate effectively, both orally and in writing, with administrators, faculty, and classified staff. Demonstrated ability in effective supervision of support staff.

Auxiliary Services Officer

Serves as the District administrator responsible to the Director of Fiscal Services for the administration of the accounting systems for the District's bookstores, food services, student bodies, and student financial aid services.

Qualifications:

1.	Credentials	None required.
2.	Professional Experience	Successful experience with significant responsibility in college accounting involving bookstores, cafeterias, and financial aid programs and similar operations.
3.	Education	Substantial professional training in college business procedures related to cost and inventory control and accounting services for operations such as bookstores, food services, and financial aid disbursement.
	OR	A background of education and experience substantially equivalent to requirements 2 and 3.
4.	Key Administrative Abilities	Demonstrated ability to direct the maintenance of accounting systems for community college bookstores, cafeterias, and financial aid disbursement.
		Ability to implement laws and regulations affecting the operation of community college bookstores, cafeterias, and financial aid disbursement programs.
		Demonstrated ability to communicate effectively, both orally and in writing, with administrators, faculty, and classified staff.
		Demonstrated ability in effective supervision of support staff.

Certificated Personnel Officer

Serves as the District administrator responsible to the Director of Personnel for the administration of District policies regarding certificated employees.

Qualifications:

1.	Credentials	California community college supervisor credential. California community college instructor credential in a subject area taught in this District.
2.	Professional Experience	Successful certificated employment in higher education, including demonstrated effective experience in the selection and evaluation of certificated employees.
3.	Education	Advanced study in community college education and personnel administration.
	OR	A background of education and experience substantially equivalent to requirements 2 and 3.
4.	Key Administrative Abilities	Demonstrated ability to implement federal, state, county, and local laws and regulations concerning certificated community college personnel.
		Knowledge of and ability to implement effective certificated staff development techniques and programs.
		Knowledge of civil rights laws and affirmative action on principles as they apply to community colleges.
		Demonstrated skills in oral and written communication, and the ability to work well with people.
		Ability to coordinate effective professional growth and sabbatical leave programs for certificated employees.
		Ability to develop and maintain a system of personnel records for certificated employees which meets federal, state, and District requirements.

Classified Personnel Officer

Serves as the District administrator responsible to the Director of Personnel for the administration of District policies regarding classified employees.

Qualifications:

1.	Credentials	None required.
2.	Professional Experience	Successful employment in higher education personnel work involving decision-making responsibility in the selection and evaluation of employees.
3.	Education	Bachelor's degree from an accredited institution. Advanced study in higher education and personnel administration.
	OR	A background of education and experience substantially equivalent to requirements 2 and 3.
4.	Key Administrative Abilities	Ability to implement federal, state, county, and local laws and regulations concerning classified community college personnel.
		Demonstrated knowledge of and ability to implement classified staff development techniques and programs.
		Knowledge of civil rights laws and affirmative action principles as they apply to community colleges.
		Demonstrated skills in oral and written communication, and the ability to work well with others.
		Demonstrated ability to develop and maintain personnel classification systems for community college classified employees.

Communications and Public Information Officer

Serves as the District administrator responsible to the Chancellor-Superintendent for recommending and implementing the District's communications and public information programs directed to District employees, the news media, and the community.

Qualifications:

1.	Credentials	None required.
2.	Professional Experience	Successful experience in college communications work, including public information, writing, and editing.
3.	Education	Bachelor's degree from an accredited institution, with a major in journalism, English, or closely related field.
	OR	A background of education and experience substantially equivalent to requirements 2 and 3.
4.	Key Administrative Abilities	Demonstrated proficiency in public information, writing, and editing.
		Knowledge of community college publications design and production processes.
		Demonstrated ability to supervise the work of writers, photographers, and graphic designers.
		Ability to anticipate and respond to the communications needs and interests of the community.
		Ability to prepare concise written communications of official policy and procedural matters to certificated and classified personnel.
		Ability to maintain effective relationships with representatives of the local press and other communications media.

Data Processing Officer

Serves as the District administrator responsible to the Assistant Superintendent for managing the activities of the District's administrative data processing center, coordinating computer operations with the activities of programming.

Qualifications:

1.	Credentials	None required.
2.	Professional Experience	Successful experience in the operation and supervision of higher education administrative data processing systems.
3.	Education	Professional training in data processing, preferably with a major in mathematics, statistics or other closely related field.
	OR	A background of education and experience substantially equivalent to requirements 2 and 3.
4.	Key Administrative Abilities	Knowledge of operations and principles of electronic computer systems, peripheral equipment, computer programming, and systems analysis.
		Demonstrated ability to manage a staff of data processing operations and programming personnel.
		Demonstrated ability to design computer programs and test for functional performance; ability to operate all District computer and auxiliary equipment.
		Ability to schedule and manage computer programming and operations, working effectively with data processing personnel.
		Ability to interact with College personnel and data processing systems users in establishing standards, procedures, and schedules for data entry.
		Knowledge of current hardware, software, and changing computer technology applicable to community colleges.

Educational Information Officer

Serves as the District administrator responsible to the Assistant Superintendent for the development and operation of the District's educational information system.

Qualifications:

1.	Credentials	California community college supervisor credential. California community college instructor credential in a subject area taught in this District.
2.	Professional Experience	Successful higher education administrative and/or teaching experience, including demonstrated ability in information systems design, statistical analysis, and research design.
3.	Education	Advanced study in computer programming, statistics, mathematics or other closely related field.
	OR	A background of education and experience substantially equivalent to requirements 2 and 3.
4.	Key Administrative Abilities	Demonstrated ability to develop research designs and perform systems analysis on community college educational functions.
		Ability to supervise the development of educational data processing software and evaluate hardware requirements.
		Ability to develop computer modeling systems for use in community college simulations, projections, and trend analyses.
		Ability to design and direct demographic and attitudinal studies for student and community needs assessments.
		Understanding of educational information elements and reporting functions, as required by governmental agencies and District and College administration.
		Demonstrated ability to communicate effectively, both orally and in writing, with administrators, faculty, classified staff, and the public, as well as governmental agencies.

Educational Program Officer

Serves as the District administrator responsible to the Director of Educational Program Coordination for technical and operational assistance in planning, coordinating, and evaluating the educational programs of the District.

Qualifications:

1.	Credentials	California community college supervisor credential. California community college instructor credential in a subject area taught in this District.
2.	Professional Experience	Successful higher education administrative and/or teaching experience, preferably including curriculum development.
3.	Education	Advanced study in higher education curriculum planning and evaluation.
	OR	A background of education and experience substantially equivalent to requirements 2 and 3.
4.	Key Administrative Abilities	Knowledge of educational delivery systems and understanding of the technical application of such systems to community colleges and their instructional processes.
		Ability to utilize educational information systems for research and reporting purposes.
		Ability to perform job market analyses and student needs assessments for community colleges, and ability to utilize effectively these and other studies in curriculum development.
		Ability to design and assist instructors to design and develop instructional materials.
		Working knowledge of the functions of student personnel activities and their relationship to the instructional program.
		Demonstrated ability to communicate effectively, both orally and in writing, with administrators, faculty, classified staff, and the public, as well as governmental agencies.
		Ability to coordinate the work of others in the development of annual educational program plans and conducting comprehensive program evaluations.

External Funding and Development Officer

Serves as the District administrator responsible to the District Director of Educational Program Coordination for external funding and project development.

Qualifications:

1.	Credentials	California community college supervisor credential. California community college instructor credential in a subject area taught in this District.
2.	Professional Experience	Successful experience in college grant development from federal, state, and private foundation sources, including grant applications, budget administration, project management, evaluation, and renewal.
3.	Education	Advanced study in higher education administration and curriculum development.
	OR	A background of education and experience substantially equivalent to requirements 2 and 3.
4.	Key Administrative Abilities	Demonstrated ability to manage project applications and revisions with funding agencies at the federal, state, and regional levels of government and with private foundations.
		Knowledge of funding sources available in higher education for community colleges and the procedures used in project development to attract grants from funding agencies.
		Knowledge of curriculum innovation techniques and their application to community college instructional programs.
		Demonstrated ability to coordinate and review grant applications prepared by college administrators and faculty members for submission to funding agencies.
		Demonstrated ability to analyze and evaluate project effectiveness and to prepare interim and final project reports based upon research and development activities.
		Ability to communicate effectively, both orally and in writing, with administrators, faculty, and classified staff, as well as governmental agencies.

Plant and Facilities Officer

Serves as the District administrator responsible to the Assistant Superintendent for plant and facilities activities throughout the District.

Qualifications:

1.	Credentials	None required.
2.	Professional Experience	Successful management experience, with significant responsibility for the maintenance and repair of large buildings, including supervisory responsibility for a program of buildings and grounds maintenance.
3.	Education	Substantial professional training in plant and facilities development, construction, and maintenance.
	OR	A background of education and experience substantially equivalent to requirements 2 and 3.
4.	Key Administrative Abilities	Knowledge of methods, equipment, and supplies used in community college building maintenance and groundskeeping.
		Knowledge of current methods, equipment, and supplies used in reinforced steel and concrete, wood frame, and other construction trades.
		Ability to implement laws affecting the construction and repair of college buildings, as well as applicable state and local building safety and health codes.
		Demonstrated ability to estimate construction costs and maintenance budget requirements.
		Demonstrated ability to perform effective on-site inspection of new construction.
		Ability to establish and maintain cooperative relations with subordinates, administrators, architects, engineers, and construction and maintenance personnel.

Purchasing Officer

Serves as the District administrator responsible to the Director of Fiscal Services for the administration of the Purchasing Department.

Qualifications:

1.	Credentials	None required.
2.	Professional Experience	Successful management experience in college purchasing, inventory, and related fields.
3.	Education	Substantial professional training in public agency business procedures related to purchasing.
	OR	A background of education and experience substantially equivalent to requirements 2 and 3.
4.	Key Administrative Abilities	Knowledge of current community college purchasing systems and practices.
		Demonstrated ability to manage centralized purchasing and stores operations.
		Ability to implement federal, state, county, and local laws and regulations concerning community college purchasing and inventory operations.
		Demonstrated ability in effective supervision of support staff.

COLLEGE POSITIONS

President

Serves as the chief administrator of the College and assists the Chancellor-Superintendent in providing educational leadership for the District, the Colleges, and the community.

Qualifications:

1.	Credentials	California community college chief administrative officer credential. California community college instructor credential in a subject area taught in this District.
2.	Professional Experience	Successful college administrative and teaching experience, including top-level responsibility for educational program development and assessment, fiscal management, and personnel administration.
3.	Education	Master's degree from an accredited institution. Graduate study in community college administration and finance.
4.	Key Administrative Abilities	Demonstrated ability to direct the planning, development, and organization of balanced community college instructional and student services programs, integrated with District plans, and responsive to local community needs.
		Ability to assure conformance of community college operations with applicable federal, state, county, and local laws and regulations.
		Ability to direct staff recruitment, selection, and development functions, as well as performance evaluation of College personnel.
		Ability to maintain an effective program of community relations and public information in the services area of the College.
		Demonstrated effectiveness in the motivation of individuals and groups toward the accomplishment of established objectives.
		Demonstrated ability to provide leadership in the pursuit of institutional excellence and effectiveness, within the bounds of requisite budgetary limitations.
		Ability to communicate effectively, both orally and in writing, with administrators, faculty, classified staff, and the public, as well as governmental agencies.

Dean of Instruction

Serves as the College administrator responsible to the President for managing the instructional program, in accordance with District policies, procedures, and plans.

Qualifications:

1.	Credentials	California community college supervisor credential. California community college instructor credential in a subject area taught in this District.
2.	Professional Experience	Successful college administrative and teaching experience, with demonstrated ability in leadership and coordinative roles. Successful experience in personnel evaluation, curriculum design, development, and evaluation, as well as budget preparation and administration.
3.	Education	Graduate study in college administration, including management and curriculum design, development, and evaluation.
	OR	A background of education and experience substantially equivalent to requirements 2 and 3.
4.	Key Administrative Abilities	Thorough knowledge of community college curriculum and schedule development.
		Demonstrated knowledge of the principles of community college budgetary management and professional personnel practice.
		Knowledge of and ability to stimulate innovative use of educational technology in community college instruction.
		Ability to motivate administrators and faculty to develop and maintain instructional programs of the highest quality.
		Ability to administer a comprehensive and equitable performance evaluation program for community college instructional personnel.
		Ability to communicate effectively, both orally and in writing, with administrators, faculty, classified staff, and the public, as well as governmental agencies.

Dean of Student Services

Serves as the College administrator responsible to the President for managing the student services program in accordance with District policies, procedures, and plans.

Qualifications:

1.	Credentials	California community college supervisor credential. California community college instructor credential in a subject area taught in this District, or California community college counselor credential.
2.	Professional Experience	Successful college administrative and teaching experience, including responsibilities for development and evaluation of student personnel services and activities.
3.	Education	Graduate study in college administration, including management and student personnel services.
	OR	A background of education and experience substantially equivalent to requirements 2 and 3.
4.	Key Administrative Abilities	Demonstrated ability to function as an effective leader in the development and administration of a comprehensive community college student services program.
		Interpersonal skills needed to enforce student discipline, encourage the development of effective innovative programs, and work cooperatively with local, community, and educational agencies.
		Ability to assure conformance of community college student personnel programs with applicable federal, state, and local laws and regulations.
		Ability to communicate effectively, both orally and in writing, with administrators, faculty, classified staff, and the public, as well as governmental agencies.

Administrative Assistant to the President (CSM only)

Serves as the College administrator responsible to the President for the coordination of administrative activity to insure timely implementation of administrative decisions, and for a program of public information developed in cooperation with the District public information officer.

Qualifications:

1.	Credentials	None required.
2.	Professional Experience	Successful administrative experience with increasing levels of responsibility, preferably including significant writing and editing assignments.
3.	Education	Bachelor's degree from an accredited institution with major in business administration or journalism.
	OR	A background of education and experience substantially equivalent to requirements 2 and 3.
4.	Key Administrative Abilities	Demonstrated ability to prepare press releases for news media; to organize, write, and edit reports.
		Ability to coordinate the development of College brochures, catalogues, and schedules.
		Ability to organize and conduct meetings, visitations, and ceremonial events involving the President.
		Ability to develop and maintain effective liaison between the President's Office and other College administrative units, as well as with appropriate staff at the District Office.
		Ability to represent the President's Office at various meetings and events.
		Ability to coordinate College-level administrative activity, including the timely completion of assigned management tasks.
		Demonstrated ability to communicate effectively, both orally and in writing, with administrators, faculty, and classified staff.

Director of Admissions and Records

Serves as the College administrator responsible to the Dean of Student Services for managing admissions and records.

Qualifications:

1.	Credentials	California community college supervisor credential. California community college instructor credential in a subject area taught in this District, or California community college counselor credential.
2.	Professional Experience	Demonstrated successful college administrative and/or teaching experience, and familiarity in working with data processing reporting and information systems.
3.	Education	Advanced study in higher education administration, preferably including course work in student personnel services.
	OR	A background of education and experience substantially equivalent to requirements 2 and 3.
4.	Key Administrative Abilities	Demonstrated ability to plan, organize, and supervise the admission and registration of college students.
		Ability to develop appropriate forms for community college faculty and student reports.
		Demonstrated ability to interpret complex data reports, and to prepare enrollment projections, student profiles, and other research reports.
		Ability to interpret federal, state, and local laws and regulations concerning community college admissions, student registration, veterans affairs, and financial aid programs.
		Ability to communicate effectively, both orally and in writing, with students, administrators, faculty, and classified staff.

Director of Career and Occupational Education (CSM only)

Serves as the College administrator responsible to the Dean of Instruction for managing career education programs.

Qualifications:

1.	Credentials	California community college supervisor credential and a California community college credential authorizing the teaching of a vocational subject. California community college instructor credential in a subject area taught in this District.
2.	Professional Experience	Demonstrated successful community college vocational education administrative or supervisory experience in an occupational, vocational, or career education program. Must have at least two years of successful work experience in an occupation pertinent to the state plan for vocational education and at least two years of community college teaching experience in a vocational subject.
3.	Education	Master's degree from an accredited institution, with course work in vocational education and career counseling.
	OR	A background of education and experience substantially equivalent to requirements 2 and 3.
4.	Key Administrative Abilities	Knowledge of federal, state, and local regulations governing the administration and fiscal support of career education. Demonstrated ability to direct and work cooperatively with faculty, administrators, and career advisory groups in the development and maintenance of effective career programs. Demonstrated ability to motivate individuals and groups toward accomplishment of established objectives. Ability to communicate effectively, both orally and in writing, with administrators, faculty, and classified staff.

Director of College Readiness Program (CSM only)

Serves as the College administrator responsible to the Dean of Student Services for the administration of the College Readiness Program.

Qualifications:

1.	Credentials	California community college supervisor credential and appropriate California community college counseling credential. California community college instructor credential in a subject area taught in this District.
2.	Professional Experience	Demonstrated combination of successful college counseling and teaching experience. Administrative or supervisory experience is desirable.
3.	Education	Advanced study in community college counseling and guidance.
	OR	A background of education and experience substantially equivalent to requirements 2 and 3.
4.	Key Administrative Abilities	Demonstrated ability to serve as facilitator for growth among students, faculty, and administrators in order to help both the student and the institution adjust to potential cultural and ethnic dissimilarities.
		Knowledge of academic support systems, including tutorial services and peer counseling.
		Demonstrated ability to develop an effective college-community relations program for the recruitment of non-traditional students.
		Demonstrated ability in effective supervision of support staff.
		Ability to communicate effectively, both orally and in writing, with students, administrators, faculty, and classified staff.

Director of Community Relations

Serves as the College administrator responsible to the President for managing a comprehensive program of non-credit community education in accordance with District policies, procedures, and plans.

Qualifications:

1.	Credentials	California community college supervisor credential. California community college instructor credential in a subject area taught in this District.
2.	Professional Experience	Combination of successful college adult education administrative and teaching experience, preferably including administrative experience in non-credit curriculum development.
3.	Education	Advanced study in adult and community education.
	OR	A background of education and experience substantially equivalent to requirements 2 and 3.
4.	Key Administrative Abilities	Ability to interact effectively with the community and College staff in the development and administration of a comprehensive program of community education.
		Demonstrated ability to research and respond to various socio-economic community constituencies relative to their interest in specific educational programs.
		Demonstrated ability to cultivate and maintain liaison with civic, service, and professional organizations to develop educational programs addressed to community problems, interests, and needs.
		Ability to communicate effectively, both orally and in writing, with administrators, faculty, classified staff, and the public, as well as governmental agencies.

Director of Continuing Education

Serves as the College administrator responsible to the Dean of Instruction for managing the continuing education program of credit-bearing courses.

Qualifications:

1.	Credentials	California community college supervisor credential. California community college instructor credential in a subject area taught in this District.
2.	Professional Experience	A combination of successful college administrative and teaching experience, including experience in curriculum development and adult education.
3.	Education	Advanced study in community college curriculum development and adult education.
	OR	A background of education and experience substantially equivalent to requirements 2 and 3.
4.	Key Administrative Abilities	Knowledge of effective personnel practices, and ability to manage a large enterprise employing primarily part-time instructors.
		Demonstrated ability to work with and respond to a broad range of community interests and groups.
		Understanding of the unique characteristics of community college adult education and the abilities required for creative adult education program development.
		Ability to communicate effectively, both orally and in writing, with administrators, faculty, classified staff, and the public, as well as governmental agencies.

Director of Counseling Services

Serves as the College administrator responsible to the Dean of Student Services for maintaining comprehensive counseling services.

Qualifications:

1.	Credentials	California community college supervisor credential and an appropriate California community college counseling credential. California community college instructor credential in a subject area taught in this District.
2.	Professional Experience	Combination of successful college counseling, teaching, and administrative experience. Supervisory experience desirable.
3.	Education	Graduate level training in community college counseling and student services.
	OR	A background of education and experience substantially equivalent to requirements 2 and 3.
4.	Key Administrative Abilities	Demonstrated ability to direct the development of activities, programs, and practices which embody professionally recognized community college counseling and guidance philosophy.
		Ability to plan and administer effective counseling staff development and evaluation programs.
		Ability to direct a program to assist community college students in career planning and job placement.
		Interpersonal skills necessary to work with employers and students in cooperative education.
		Ability to communicate effectively, both orally and in writing, with administrators, faculty, and classified staff.

Division Director

Serves as the College administrator responsible to the Dean of Instruction for instructional division management and leadership.

Qualifications:

1.	Credentials	California community college supervisor credential. California community college instructor credential in a subject area taught in this District.
2.	Professional Experience	A combination of successful community college administrative and/or teaching experience in one of the disciplines of the division, preferably including experience in curriculum development and evaluation. Demonstrated competence in classroom teaching at the community college level.
3.	Education	Master's degree from an accredited institution or valid California teaching credential for a vocational subject.
	OR	A background of education and experience substantially equivalent to requirements 2 and 3.
4.	Key Administrative Abilities	Demonstrated ability to provide academic leadership in the development and maintenance of an effective instructional program.
		Ability to plan, instruct, and control a community college academic division budget.
		Ability to deal with matters of schedule load and support in both qualitative and quantitative ways.
		Ability to administer a comprehensive divisional program of staff performance evaluation and development.
		Demonstrated ability to communicate effectively, both orally and in writing, with administrators, faculty, and classified staff.

Director of Instructional Services

Serves as the College administrator responsible to the Dean of Instruction for developing and maintaining a comprehensive learning resources program in support of instruction.

Qualifications:

1.	Credentials	California community college supervisor credential. California community college instructor credential in a subject area taught in this District.
2.	Professional Experience	A combination of successful higher education administrative and teaching experience, preferably including experience in instructional development and instructional support services such as library, media, audio-visual, and instructional materials development centers. Demonstrated competence in classroom teaching at the college level.
3.	Education	Advanced study in community college instructional development and instructional support services.
	OR	A background of education and experience substantially equivalent to requirements 2 and 3.
4.	Key Administrative Abilities	Knowledge of the methods of community college curriculum development, particularly in the area of individualized instruction.
		Demonstrated ability to motivate instructional administrators and faculty in instructional development, taking full advantage of current educational technology.
		Ability to manage the operations of the library, media, audio-visual, and instructional materials development centers.
		Knowledge of appropriate hardware and software for use in community college instructional development programs.
		Demonstrated ability to communicate effectively, both orally and in writing, with administrators, faculty, and classified staff.
		Ability to prepare clear and comprehensive reports on instructional programs and services to meet mandated federal, state, and county reporting requirements.

Director of Operations

Serves as the College administrator responsible to the President for the development and control of the College budget, plant maintenance, and general support operations.

Qualifications:

1.	Credentials	None required.
2.	Professional Experience	Successful experience in college administration, accounting, and finance, including personnel, plant, and facilities management.
3.	Education	Master's degree in business administration or public school administration, preferably including course work in public agency accounting.
	OR	A background of education and experience substantially equivalent to requirements 2 and 3.
4.	Key Administrative Abilities	Ability to supervise the development and control of the College budget.
		In-depth understanding of the District budgeting structure as mandated by the State and implemented in the District.
		Ability to implement legal codes and District policies related to budgetary development and control and to personnel practices.
		Ability to supervise effectively the operation of campus security, and the College bookstore and cafeteria.
		Knowledge of methods, equipment, and supplies used in building maintenance and groundskeeping.
		Ability to assess capital improvement and maintenance needs for the College campus and physical plant.
		Ability to communicate effectively, both orally and in writing, with administrators, faculty, and classified staff.

Director of Special Programs and Services

Serves as the College administrator responsible to the Dean of Student Services for managing the special services program.

Qualifications:

1.	Credentials	California community college supervisor credential. California community college instructor credential in a subject area taught in this District, or California community college counselor credential.
2.	Professional Experience	A combination of successful college administrative and teaching experience, including experience in working with such groups as the handicapped, financially disadvantaged, ethnic minorities, and student government.
3.	Education	Advanced study in community college counseling, guidance, special education, human relations, and organization skills.
	OR	A background of education and experience substantially equivalent to requirements 2 and 3.
4.	Key Administrative Abilities	Interpersonal skills necessary to work with special student groups cited above.
		Demonstrated ability to organize, supervise, and provide leadership to students in student government and other student activities.
		Demonstrated ability to relate to community and student groups of all ethnic backgrounds.
		Ability to communicate effectively, both orally and in writing, with administrators, faculty, and classified staff.

Supervisor of Buildings and Grounds

Serves as the College administrator responsible to the Director of Operations for the maintenance of buildings and grounds.

Qualifications:

1.	Credentials	None required.
2.	Professional Experience	Successful experience in college plant maintenance and groundskeeping, including supervisory responsibility.
3.	Education	Professional training in fields related to building construction and maintenance, horticulture, and electrical/mechanical training.
	OR	A background of education and experience substantially equivalent to requirements 2 and 3.
4.	Key Administrative Abilities	Detailed knowledge of methods, equipment, and supplies used in community college building maintenance and groundskeeping procedures.
		Demonstrated ability to plan and implement a comprehensive plan for buildings and grounds maintenance.
		Demonstrated ability to plan and coordinate the work of buildings and grounds personnel.
		Ability to instruct buildings and grounds personnel on the technical aspects of groundskeeping and building maintenance.
		Ability to develop and administer the buildings and grounds budget, and to direct the preparation of necessary forms and reports.
		Ability to communicate effectively, both orally and in writing, with administrators, faculty, and classified staff.

Supervisor of Fiscal and Personnel Services (CSM only)

Serves as the College administrator responsible to the Director of Operations for the management of College fiscal and personnel services.

Qualifications:

1.	Credentials	None required.
2.	Professional Experience	Successful administrative experience with increasing responsibility in the areas of accounting, finance, and personnel management.
3.	Education	Bachelor's degree from an accredited institution required. Course work in business administration and accounting desirable.
	OR	A background of education and experience substantially equivalent to requirements 2 and 3.
4.	Key Administrative Abilities	Demonstrated ability to perform accounting functions necessary for the detailed development and control of the College budget.
		In-depth understanding of community college budgetary structure and terminology.
		Ability to implement legal and local policy regulations in the administration of community college fiscal and personnel services.
		Demonstrated ability to communicate effectively, both orally and in writing, with administrators, faculty, and classified staff.
		Ability to coordinate the work of various administrative units in the management of fiscal and personnel operations.

Section IV

LIST
OF ADMINISTRATIVE POSITIONS
AND THEIR OCCUPANTS

LIST OF ADMINISTRATIVE POSITIONS AND ASSIGNMENTS

POSITION	ASSIGNMENTS FOR 1976-77
DISTRICT POSITIONS	
Chancellor-Superintendent	Glenn Smith
Assistant Superintendent for Planning and Development	Clifford Denney
Director of Educational Program Coordination	Robert Stiff
Director of Fiscal Services	Irene Bluth
Director of Personnel	Calvin Apter
Administrative Assistant to the Chancellor-Superintendent	Paul Burghardt
Accounting Officer	Darlene Williams
Auxiliary Services Officer	Marvin Miller
Certificated Personnel Officer	John Mullen
Classified Personnel Officer	Carol Green
Communications and Public Information Officer	John Hubbard
Data Processing Officer	Ronald Smith
Educational Information Officer	James Upton
Educational Program Officer	Floyd Elkins
External Funding and Development Officer	Robert Bennett
Plant and Facilities Officer	Don Starkey
Purchasing Officer	Bill Hudson
COLLEGE POSITIONS	
Canada College	
President	William Wenrich
Dean of Instruction	Samuel Ferguson
Dean of Student Services	William Walsh
Director of Admissions and Records	Lois Chanslor
Director of Community Education	Ruth Nagler
Director of Continuing Education	Gilberto Villarreal
Director of Counseling Services	Joseph Marchi
Division Director, Business/Technology	Arthur Katz
Division Director, Humanities	Gerald Messner
Division Director, Physical Education/ Athletics	Richard Anderson
Division Director, Sciences and Engineering	John Forsythe

LIST OF ADMINISTRATIVE POSITIONS AND ASSIGNMENTS (cont.)

POSITION	ASSIGNMENTS FOR 1976-77
COLLEGE POSITIONS (cont.)	
Canada College (cont.)	
Division Director, Social Science	Byron Skinner
Director of Instructional Services	
Director of Operations	John Rhoads
Director of Special Programs and Services	Ella Gray
Supervisor of Buildings and Grounds	Lenard Lowenstein
College of San Mateo	
President	David Mertes
Dean of Instruction	Lois Callahan
Dean of Student Services	Allan Brown
Administrative Assistant to the President	
Director of Admissions and Records	Herbert Warne
Director of Career and Occupational Education	Vern Gillmore
Director of College Readiness Program	Jackman LeBlanc
Director of Community Education	James Hardt
Director of Continuing Education	Michael Kimball
Director of Counseling Services	Aline Fountain
Division Director, Business	Cecelia Hopkins
Division Director, Language Arts	Wilson Pinney
Division Director, Fine and Performing Arts	Leo Bardes
Division Director, Health and Service Careers	John Williams
Division Director, Mathematics and Science	Gilbert Gossett
Division Director, Physical Education/ Athletics	Clifford Giffin
Division Director, Social Science	Michael Clemens
Division Director, Technology	Paul Lin
Director of Instructional Services	Winfred Smith
Director of Operations	William Friedrichs
Director of Special Programs and Services	Philip Morse
Supervisor of Fiscal and Personnel Services	Lynn Pontacq
Supervisor of Buildings and Grounds	Chester Williams

LIST OF ADMINISTRATIVE POSITIONS AND ASSIGNMENTS

(concl.)

POSITION	ASSIGNMENTS FOR 1976-77
COLLEGE POSITIONS (cont.)	
Skyline College	
President	John Petersen
Dean of Instruction	Gus Petropoulos
Dean of Student Services	James Wyatt
Director of Admissions and Records	Rex Butler
Director of Community Education	
Director of Continuing Education	Edward Valeau
Director of Counseling Services	Lela Sonntag
Division Director, Business	Harold Hartzell
Division Director, English/ Foreign Language	Marvin Shaw
Division Director, Physical Education/ Athletics	Walter Rilliet
Division Director, Sciences/ Mathematics/Technologies	Donald Biederman
Division Director, Fine Arts/ Social Sciences	Judith Watkins
Director of Instructional Services	
Director of Operations	David Biddinger
Director of Special Programs and Services	Josué Hoyos
Supervisor of Buildings and Grounds	Leland Neeley

SECTION V

ADMINISTRATIVE SALARY SCHEDULE

ADMINISTRATIVE SALARY SCHEDULE

1976-77

Steps / Class	1	2	3	4	5	6	7
A	32,704	33,446	34,188	34,930	35,672	36,414	37,156
B	27,505	28,247	28,989	29,731	30,473	31,215	31,957
C	23,795	24,537	25,279	26,021	26,763	27,505	28,247
D	18,599	19,341	20,083	20,825	21,567	22,309	23,051

Range A
- Dean of Instruction
- Dean of Student Services
- District Directors

Range B
- Director of Community Education
- Director of Admissions and Records
- Director of Special Services
- Director of Counseling
- Division Directors
- Director of Continuing Education
- Director of Instructional Services (CSM)
- Director of Career Education
- Certificated Personnel Officer
- Educational Program Officer
- External Funding and Development Officer
- Educational Information Officer

Range C
- Director of Operations
- Director of Instructional Services (Canada, Skyline)
- Director of College Readiness
- Assistant to the Chancellor-Superintendent
- Communications and Public Information Officer
- Purchasing Officer
- Auxiliary Services Officer
- Classified Personnel Officer
- Data Processing Officer
- Plant and Facilities Officer

Range D
- Accounting Officer
- Assistant to the President (CSM)
- Supervisor of Fiscal and Personnel Services (CSM)
- Supervisor of Buildings and Grounds

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CLEARINGHOUSE FOR
JUNIOR COLLEGES